



**UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)**

**CAREER: Pedagogía de los Idiomas Nacionales y Extranjeros
Mención Inglés.**

**DEGREE WORK, IN THE MODALITY,
RESEARCH PROJECT**

**THEME: The Influence of socioeconomic levels on English learning in the English
major students at Universidad Técnica del Norte**

**Trabajo de titulación previo a la obtención del título de Licenciado en pedagogía
de los idiomas nacionales y extranjeros mención inglés.**

**Authors: Hurtado Ostaiza Jessenia Guadalupe
Latacumba Morillo Diego Alexander**

Director: MSc. Christian David Andrade Molina

Ibarra – March – 2022



UNIVERSIDAD TÉCNICA DEL NORTE

BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	1725860207 1728585223		
APELLIDOS Y NOMBRES:	Hurtado Ostaíza Jessenia Guadalupe Latacumba Morillo Diego Alexander		
DIRECCIÓN:	Ibarra, Av. 17 de Julio		
EMAIL:	jghurtadoo@utn.edu.ec dalatacumbam@utn.edu.ec		
TELÉFONO FIJO:		TELÉFONO MÓVIL:	0992127566 0983047880

DATOS DE LA OBRA	
TÍTULO:	The Influence of socioeconomic levels on English learning in the English major students at Universidad Técnica del Norte.
AUTOR (ES):	Hurtado Ostaíza Jessenia Guadalupe Latacumba Morillo Diego Alexander
FECHA:	22/03/2022
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> OSGRADO
TÍTULO POR EL QUE OPTA:	Licenciado en Pedagogía del Idioma Inglés
ASESOR /DIRECTOR:	MSc. Christian David Andrade Molina

2. CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto la obra es original y que es (son) el (los) titular (es) de los derechos patrimoniales, por lo que asume (n) la responsabilidad sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 13 días del mes de abril de 2022.

AUTORES:

(Firma).....

Nombre: Jessenia Hurtado

(Firma).....

Nombre: Diego Latacumba

CONSTANCIA DE APROBACIÓN DEL TRABAJO DE GRADO

En mi calidad de Director de Trabajo de Grado asignado por las autoridades pertinentes, presentado por los egresados **HURTADO OSTAÍZA JESSENIA GUADALUPE - DIEGO ALEXANDER MORILLO LATACUMBA**, para optar por el título de **LICENCIADO (A) EN PEDAGOGÍA DEL IDIOMA INGLÉS**, cuyo tema es **THE INFLUENCE OF SOCIOECONOMIC LEVELS ON ENGLISH LEARNING IN THE ENGLISH MAJOR STUDENTS AT UNIVERSIDAD TÉCNICA DEL NORTE**. Considero que el presente trabajo reúne los requisitos y méritos suficientes para ser sometida a la presentación pública y evaluación por parte del tribunal examinador que se designe.

Efectuado en la ciudad de Ibarra a los 12 días del mes de abril de 2022.



MSc. Christian David Andrade Molina
DIRECTOR DE TRABAJO DE GRADO

DEDICATION

The present degree work is wholeheartedly dedicated to my beloved parents, who have been my source of inspiration and gave me the strength needed to unfold my knowledge and capabilities to never give up in live. They continually provided me their moral, emotional, and financial support.

To my aunts who helped me by giving me advises to redirect my life path in the correct direction and encouraged me to keep on going in my studies to finish and become a professional.

Finally, I dedicate this work to almighty God, for its guidance, strength, protection, and mental peace I got in its grace.

Diego Alexander Latacumba Morillo

I dedicate this work to myself, because throughout this journey, I have always fought against all adversity and setbacks that have come my way. at the end of this project, I look back and admire myself for having come out ahead. Today is the culmination of just one stage of my life, but there are more projects to come, and I know that I will achieve them with the same strength as this one.

Jessenia Guadalupe Hurtado Ostaíza

ACKNOWLEDGEMENT

First and foremost, thanks to God for his blessings in my research process because of the strength and mental peace I received from him throughout the realization of this investigating work.

I would like to express my sincere gratitude to my research director of the Universidad Técnica del Norte who gave me the opportunity to develop my research abilities and providing me invaluable guidance in the process.

I'm really grateful to my parents for their love and patience and for the sacrifices they did for my education.

Diego Alexander Latacumba Morillo

First and foremost, thanks to God for his blessings in my research process because of the strength and mental peace I received from him throughout the realization of this investigating work.

I would like to express my sincere gratitude to my research director of the Universidad Técnica del Norte who gave me the opportunity to develop my research abilities and providing me invaluable guidance in the process.

I'm really grateful to my parents for their love and patience and for the sacrifices they did for my education.

Jessenia Guadalupe Hurtado Ostaiza

ABSTRACT

This research project was carried out following the objective of identifying the socioeconomic factors that intervene in the learning process in language students of the Universidad Técnica del Norte. This exploratory-descriptive research with a qualitative-quantitative approach to data collection, used a survey and an interview as the main instruments to determine the level of English language proficiency is related to socioeconomic factors and the impact that these factors may have on the learning of English of students of the English career of the Universidad Técnica del Norte. The main results were that the socioeconomic level of the students although it can manifest as an incident factor, it does not completely affect the development of the students' language skills, so the level of English does not depend on the socioeconomic level. The present research was based on bibliographic and documentary fieldwork using the inferential analysis method.

KEY WORDS: Socioeconomic factors, English, Language learning, English level.

RESUMEN

Este proyecto de investigación se llevó a cabo siguiendo el objetivo de identificar los factores socioeconómicos que intervienen en el proceso de aprendizaje en estudiantes de idiomas de la Universidad Técnica del Norte. Esta investigación de corte exploratorio-descriptivo con un enfoque cualitativo-cuantitativo en cuanto a la recolección de datos utilizó una encuesta y una entrevista como principales instrumentos para determinar el nivel de dominio del idioma inglés está relacionado con los factores socioeconómicos y el impacto que estos factores pueden tener en el aprendizaje de inglés de los estudiantes de la carrera de inglés de la Universidad Técnica del Norte. Los principales resultados fueron que el nivel socioeconómico de los estudiantes si bien se puede manifestar como un factor incidente, no afecta completamente al desarrollo de las habilidades lingüísticas de los estudiantes, por lo que el nivel de inglés no depende del nivel socioeconómico. La presente investigación se apoyó en un trabajo de campo bibliográfico y documental con el método de análisis inferial.

PALABRAS CLAVE: Factores socioeconómicos, Inglés, Aprendizaje del lenguaje, Nivel de inglés.

INDEX OF CONTENTS

CERTIFICATE OF APPROVAL	2
DEDICATION	3
ACKNOWLEDGEMENT	4
ABSTRACT	5
KEY WORDS	5
RESUMEN	6
PALABRAS CLAVE.....	6
INDEX OF CONTENTS	7
INDEX OF TABLES	12
INDEX OF FIGURES	13
INTRODUCTION	15
OBJECTIVES	18
1.1.1 <i>General objective</i>	18
1.1.2 <i>Specific Objectives</i>	18
CHAPTER I: THEORETICAL FRAMEWORK	20
1.2 BACKGROUND	20
1.3 THEORETICAL FOUNDATION	21
1.4 SOCIOECONOMIC FACTORS	23
1.5 SOCIAL FACTORS	24
1.6 FAMILY STRUCTURE	24
1.6.1 <i>Functional families</i>	25
1.6.2 <i>Dysfunctional families</i>	26
1.6.3 <i>Education level</i>	27
1.6.4 <i>Social differences</i>	29
1.6.5 <i>Economy factor</i>	30
1.6.6 <i>Economic condition</i>	30
1.6.7 <i>Socioeconomic level</i>	31
1.6.8 <i>Goods acquisition</i>	32
1.6.9 <i>Employment situation</i>	33

1.6.10	<i>Labor income</i>	34
1.7	ENGLISH LANGUAGE LEVEL – PERFORMANCE	35
1.7.1	<i>English language learning- skills EFL context</i>	36
1.7.2	<i>Receptive skills.</i>	37
1.7.3	<i>Productive skills.</i>	37
1.8	CONTEXT OF THE STUDY – ENGLISH MAJOR – SKILLS	37
1.9	LEGAL REGULATIONS OF ENGLISH PROFICIENCY:.....	39
1.10	ENGLISH LANGUAGE LEVELS DESCRIPTION	43
1.11	ENGLISH LANGUAGE PROFICIENCY TEST:	45
1.12	RELEVANT FINDINGS CONCERNING THE SOCIOECONOMIC LEVEL:	47
2	CHAPTER II: METHODOLOGY	50
2.1	RESEARCH APPROACH	50
2.2	RESEARCH TYPES.....	50
2.2.1	<i>Quantitative Research</i>	50
2.2.2	<i>Documentary Research</i>	50
2.2.3	<i>Field Research</i>	50
2.2.4	<i>Research Methods</i>	51
2.2.5	<i>Research Technique</i>	52
2.2.6	<i>Instruments</i>	52
3	CHAPTER III: RESULTS AND DISCUSSION.....	56
3.1	REGARDING WITH WHOM THEY LIVE.....	57
3.2	CHART 1.....	57
3.2.1	<i>Whom they live with</i>	57
3.3	CHART 2.....	59
3.3.1	<i>Live with parents vs level of English</i>	59
3.4	CHART 3.....	60
3.4.1	<i>Students who live with the mother vs level of English</i>	60
3.5	CHART 4.....	61
3.5.1	<i>Students who live with grandparents vs level of English</i>	61
3.6	CHART 5.....	62
3.7	STUDENTS WHO LIVE WITH HIS/HER HUSBAND/WIFE.....	62
	STUDENTS WHO LIVE WITH HIS/HER HUSBAND/WIFE	62
3.8	CHART 6.....	63
3.8.1	<i>Students who live with a familiar vs level of English</i>	63
3.9	CHART 7.....	64

3.9.1	<i>Students who live with their siblings vs level of English</i>	64
	STUDENTS WHO LIVE WITH THEIR SIBLINGS VS LEVEL OF ENGLISH	64
3.10	CHART 8.....	65
3.10.1	<i>Students who live with their sons vs the level of English</i>	65
	STUDENTS WHO LIVE WITH THEIR SONS VS THE LEVEL OF ENGLISH	65
3.11	CHART 9.....	65
3.11.1	<i>Students who live with their father vs level of English</i>	65
3.12	CHART 10.....	66
3.12.1	<i>Students who live alone</i>	66
3.13	CHART 11.....	67
3.13.1	<i>Students who live with his/her couple</i>	67
	STUDENTS WHO LIVE WITH HIS/HER COUPLE	67
3.14	CHART 12.....	68
3.14.1	<i>Students who live with a cousin</i>	68
	STUDENTS WHO LIVE WITH A COUSIN	68
3.15	CHART 13.....	69
3.15.1	<i>Students who live with an uncle</i>	69
	STUDENTS WHO LIVE WITH AN UNCLE	69
3.16	CHART 14.....	70
3.16.1	<i>Summary of English level vs who students live with</i>	70
3.17	REGARDING WITH TYPE OF DWELLING	71
3.18	CHART 16.....	71
3.18.1	<i>Type of housing they own vs. level of English</i>	71
	TYPE OF HOUSING THEY OWN VS. LEVEL OF ENGLISH	71
3.19	CHART 17.....	72
3.19.1	<i>Students who live in an own house vs level of English</i>	72
3.20	CHART 18.....	73
3.20.1	<i>Students who live in a rented house vs level of English</i>	73
3.21	CHART 19.....	74
3.21.1	<i>Students who live in a borrowed house vs level of English</i>	74
3.22	CHART 20.....	75
3.22.1	<i>Students who live in a hypothecated home</i>	75
	STUDENTS WHO LIVE IN A HYPOTHECATED HOME	75
3.23	CHART 21.....	76
3.23.1	<i>Students who live in a house granted for the work vs level of English</i>	76
3.24	CHART 22.....	77

3.24.1	<i>Students who live in an antichresis home and a not assigned one vs level of English</i>	77
	STUDENTS WHO LIVE IN AN ANTICHRESIS HOME AND A NOT ASSIGNED ONE VS LEVEL OF ENGLISH	77
3.25	CHART 23	78
3.25.1	<i>Summary Type of Dewelling vs level of English</i>	78
3.26	REGARDING WITH TYPE OF FINANCING OF STUDIES	79
3.27	CHART 24	79
3.27.1	<i>Financing of studies</i>	79
	FINANCING OF STUDIES	79
3.28	CHART 25	80
3.28.1	<i>Studies financed by parents vs level of English</i>	80
3.29	CHART 26	81
3.29.1	<i>Studies financed by the mother vs level of English</i>	81
3.30	CHART 27	82
3.30.1	<i>Studies financed by the father vs level of English</i>	82
	STUDIES FINANCED BY THE FATHER VS LEVEL OF ENGLISH	82
3.31	CHART 28	83
3.31.1	<i>Studies financed by a scholarship vs level of English</i>	83
	STUDIES FINANCED BY A SCHOLARSHIP VS LEVEL OF ENGLISH	83
3.32	CHART 29	84
3.32.1	<i>Studies financed by his/her husband/wife vs level of English</i>	84
	STUDIES FINANCED BY HIS/HER HUSBAND/WIFE VS LEVEL OF ENGLISH	84
3.33	CHART 30	85
3.33.1	<i>Studies financed by a familiar vs level of English</i>	85
	STUDIES FINANCED BY A FAMILIAR VS LEVEL OF ENGLISH	85
3.34	CHART 31	86
3.34.1	<i>Studies financed by own students financing vs level of English</i>	86
3.35	CHART 32	87
3.35.1	<i>Studies financed by students` siblings vs level of English</i>	87
	STUDIES FINANCED BY STUDENTS` SIBLINGS VS LEVEL OF ENGLISH	87
3.36	CHART 33	88
3.36.1	<i>Summary of financing of studies vs level of English</i>	88
3.37	REGARDING WITH HOUSEHOLD INCOME	89
3.38	CHART 34	90
3.38.1	<i>Quintile Distribution in Ecuador</i>	90

3.39	CHART 35.....	90
3.39.1	<i>Income quintile 1 students vs Level of English.....</i>	90
	INCOME QUINTILE 1 STUDENTS VS LEVEL OF ENGLISH	90
3.39.2	<i>Income quintile 1 students vs Level of English.....</i>	90
3.40	CHART 36.....	91
3.40.1	<i>Income quintile 2 students vs Level of English.....</i>	91
3.40.2	<i>Income quintile 2 students vs Level of English.....</i>	91
3.41	CHART 37.....	92
3.41.1	<i>Income quintile 3 students vs Level of English.....</i>	92
	INCOME QUINTILE 3 STUDENTS VS LEVEL OF ENGLISH	92
3.41.2	<i>Income quintile 3 students vs Level of English.....</i>	92
3.42	CHART 38.....	93
3.42.1	<i>Not assigned Income quintile students vs Level of English.....</i>	93
3.42.2	<i>Not assigned Income quintile students vs Level of English.....</i>	93
3.43	CHART 39.....	94
3.43.1	<i>Summary of Household Income vs level of English.....</i>	94
3.43.2	<i>Summary of Household Income vs level of English.....</i>	94
4	CHAPTER IV: DISCUSSION.....	96
5	CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS.....	98
5.1	CONCLUSIONS	98
5.2	RECOMMENDATIONS	99
6	CHAPTER VI: PROPOSAL DESIGN.....	101
6.1	ACADEMIC PROPOSAL	101
6.2	TITLE.....	102
6.3	RATIONALE	102
6.4	THEORETICAL FOUNDATION	105
6.4.1	<i>Self-esteem:.....</i>	106
6.4.2	<i>Self-concept:</i>	107
6.4.3	<i>Emotional education:</i>	110
6.4.4	<i>Emotional intelligence:.....</i>	111
6.5	OBJECTIVES:	113
6.5.1	<i>General objective:</i>	113
6.5.2	<i>Specific objectives:</i>	113
6.6	BENEFICIARIES	114
6.7	IMPACTS.....	115

6.8 DEVELOPMENT.....	116
7 DIDACTIC GUIDE OF STRATEGIES AND ACTIVITIES TO IMPROVE THE ENGLISH LEVEL OF THE ENGLISH MAJOR STUDENTS.....	118

INDEX OF TABLES

TABLE 1 WHOM THEY LIVE WITHLE 2	57
TABLE 4 LIVE WITH THE MOTHER VS LEVEL OF ENGLISH.....	60
TABLE 5 STUDENTS WHO LIVE WITH GRANDPARENTS VS LEVEL OF ENGLISH.....	61
TABLE 6 STUDENTS WHO LIVE WITH HIS/HER HUSBAND/WIFE.....	62
TABLE 7 FAMILIAR	63
TABLE 8 THE CHART SHOWS THE NUMBER OF STUDENTS WHO LIVE ONLY WITH SIBLINGS VS THE LEVEL OF ENGLISH.	64
TABLE 9 STUDENTS WHO LIVE WITH THEIR SONS VS THE LEVEL OF ENGLISH.....	65
TABLE 10 STUDENTS WHO LIVE WITH THEIR FATHER VS LEVEL OF ENGLISH	65
TABLE 11 STUDENTS WHO LIVE ALONE.....	66
TABLE 12 STUDENTS WHO LIVE WITH HIS/HER COUPLE.....	67
TABLE 13 STUDENTS WHO LIVE WITH A COUSIN	68
TABLE 14 STUDENTS WHO LIVE WITH AN UNCLE	69
TABLE 15 STUDENTS WHO LIVE WITH VS LEVEL OF ENGLISH.....	70
TABLE 16 TYPE OF HOUSING THEY OWN VS. LEVEL OF ENGLISH.....	71
TABLE 17 STUDENTS WHO LIVE IN AN OWN HOUSE VS LEVEL OF ENGLISH.....	72
TABLE 18 STUDENTS WHO LIVE IN A RENTED HOUSE VS LEVEL OF ENGLISH.....	73
TABLE 19 STUDENTS WHO LIVE IN A BORROWED HOUSE VS LEVEL OF ENGLISH	74
TABLE 20 STUDENTS WHO LIVE IN A HYPOTHECATED HOME.....	75
TABLE 21 STUDENTS WHO LIVE IN A HOUSE GRANTED FOR THE WORK VS LEVEL OF ENGLISH	76
TABLE 22 STUDENTS WHO LIVE IN AN ANTICHRESIS HOME AND A NOT ASSIGNED ONE VS LEVEL OF ENGLISH.....	77
TABLE 23 SUMMARY TYPE OF DEWELLING VS LEVEL OF ENGLISH.....	78
TABLE 24 FINANCING OF STUDIES.....	79
TABLE 25 STUDIES FINANCED BY PARENTS.....	80
TABLE 26 STUDIES FINANCED BY THE MOTHER VS LEVEL OF ENGLISH	81
TABLE 27 STUDIES FINANCED BY THE FATHER VS LEVEL OF ENGLISH	82
TABLE 28 STUDIES FINANCED BY A SCHOLARSHIP VS LEVEL OF ENGLISH.....	83
TABLE 29 STUDIES FINANCED BY HIS/HER HUSBAND/WIFE VS LEVEL OF ENGLISH.....	84

TABLE 30 STUDIES FINANCED BY A FAMILIAR VS LEVEL OF ENGLISH	85
TABLE 31 STUDIES FINANCED BY OWN STUDENTS FINANCING VS LEVEL OF ENGLISH.....	86
TABLE 32 STUDIES FINANCED BY STUDENTS` SIBLINGS VS LEVEL OF ENGLISH.....	87
TABLE 33 SUMMARY OF FINANCING OF STUDIES VS LEVEL OF ENGLISH.....	88
TABLE 34 QUINTILE DISTRIBUTION IN ECUADOR	90
TABLE 35 INCOME QUINTILE 1 STUDENTS VS LEVEL OF ENGLISH	90
TABLE 36 INCOME QUINTILE21 STUDENTS VS LEVEL OF ENGLISH.....	91
TABLE 37 INCOME QUINTILE 3 STUDENTS VS LEVEL OF ENGLISH	92
TABLE 38 NOT ASSIGNED INCOME QUINTILE STUDENTS VS LEVEL OF ENGLISH.....	93
TABLE 39 SUMMARY OF HOUSEHOLD INCOME VS LEVEL OF ENGLISH.....	94

INDEX OF FIGURES

FIGURE 1 DATA INPUT	55
FIGURE 2 STUDENTS WHOM THEY LIVE WITH RESULTS.....	58
FIGURE 3 STUDENTS WHO LIVE WITH PARENTS VS LEVEL OF ENGLISH	59
FIGURE 4 STUDENTS WHO LIVE WITH THE MOTHER VS LEVEL OF ENGLISH.....	60
FIGURE 5 STUDENTS WHO LIVE WITH THE GRANDPARENT VS LEVEL OF ENGLISH	61
FIGURE 6 STUDENTS WHO LIVE WITH HUSBAND/WIFE VS LEVEL OF ENGLISH.....	62
FIGURE 7 STUDENTS WHO LIVE WITH A FAMILIAR VS LEVEL OF ENGLISH	63
FIGURE 8 STUDENTS WHO LIVE WITH SIBLINGS VS LEVEL OF ENGLISH	64
FIGURE 9 STUDENTS WHO LIVE WITH SONS VS LEVEL OF ENGLISH.....	65
FIGURE 10 STUDENTS WHO LIVE WITH THE FATHER VS LEVEL OF ENGLISH	66
FIGURE 11 STUDENTS WHO LIVE ALONE VS LEVEL OF ENGLISH.....	67
FIGURE 12 STUDENTS WHO LIVE HIS/HER COUPLE VS LEVEL OF ENGLISH	67
FIGURE 13 STUDENTS WHO LIVE WITH A COUSIN VS LEVEL OF ENGLISH	68
FIGURE 14 STUDENTS WHO LIVE WITH AN UNCLE VS LEVEL OF ENGLISH.....	69
FIGURE 15 SUMARY OF ENGLISH LEVEL VS WHO STUDENTS LIVE WITH	70
FIGURE 16 TYPE OF DEWELLING.....	71
FIGURE 17 STUDENTS WHO LIVE IN AN OWN HOUSE VS LEVEL OF ENGLISH	72

FIGURE 18 STUDENTS WHO LIVE IN A RENTED HOUSE VS LEVEL OF ENGLISH.....	73
FIGURE 19 STUDENTS WHO LIVE IN A BORROWED HOUSE VS LEVEL OF ENGLISH	74
FIGURE 20 STUDENTS WHO LIVE IN A HYPOTHECATED HOUSE VS LEVEL OF ENGLISH	75
FIGURE 21 STUDENTS WHO LIVE IN A HOUSE GRANTED FOR THE WORK VS LEVEL OF ENGLISH	76
FIGURE 22 STUDENTS WHO LIVE IN AN ANTICHRESIS HOME AND A NOT ASSIGNED ONE VS LEVEL OF ENGLISH.....	77
FIGURE 23 SUMMARY TYPE OF DEWELLING VS LEVEL OF ENGLISH.....	78
FIGURE 24 FINANCING OF STUDIES	79
FIGURE 25 STUDIES FINANCED BY PARENTS.....	81
FIGURE 26 STUDIES FINANCED BY THE MOTHER VS LEVEL OF ENGLISH.....	82
FIGURE 27 STUDIES FINANCED BY THE FATHER VS LEVEL OF ENGLISH	83
FIGURE 28 STUDIES FINANCED BY A SCHOLARSHIP VS LEVEL OF ENGLISH	83
FIGURE 29 STUDIES FINANCED BY HIS/HER HUSBAND/WIFE VS LEVEL OF ENGLISH.....	85
FIGURE 30 STUDIES FINANCED BY A FAMILIAR VS LEVEL OF ENGLISH.....	86
FIGURE 31 STUDIES FINANCED BY OWN STUDENTS FINANCING VS LEVEL O ENGLISH	87
FIGURE 32 STUDIES FINANCED BY STUDENTS` SIBLINGS VS LEVEL OF ENGLISH.....	88
FIGURE 33 SUMMARY OF FINANCING OF STUDIES VS LEVEL OF ENGLISH.....	89
FIGURE 34 INCOME QUINTILE 1 STUDENTS VS LEVEL OF ENGLISH.....	91
FIGURE 35 INCOME QUINTILE 2 STUDENTS VS LEVEL OF ENGLISH.....	92
FIGURE 36 INCOME QUINTILE 3 STUDENTS VS LEVEL OF ENGLISH	93
FIGURE 37 NOT ASSIGNED INCOME QUINTILE STUDENTS VS LEVEL OF ENGLISH	94
FIGURE 38 SUMMARY OF HOUSEHOLD INCOME VS LEVEL OF ENGLISH	95

INTRODUCTION

English language nowadays is taking more and more importance and prominence in our society every day since learning this language is considered as a latent matter. Every day we see how educational institutions in our country strive to increase their levels of achievement in this subject, however just few have managed to succeed, whose results are reflected in the high levels of approval of the different standardized tests that exist to measure this area. This is why we ask ourselves what are the factors that affect the greater or lesser learning of the English language, therefore that the principal purpose for this project relapses in the concern to know what type of external factors are intervening in the process of learning English as a second language.

It has been observed that students' English language performance is linked to their socioeconomic variables. The socioeconomic factor is commonly determined by means of a combined rate which generally considers income, the level of education and profession or occupation of the students' parents. Different authors have mentioned that students learning is affected by socioeconomic factors in one way or another.

It should be noted that the learning process when developing in a social and obviously educational environment, is prone to be negatively influenced by the factors corresponding to both scenarios such as socioeconomic factors. These factors include aspects such as the environment and the family economy, the educational level of the parents, the level of acquisition of goods, among others.

According to Thompson, age of acquisition, motivation, language family, literacy, and socioeconomic status of the learner are a few of the many factors that need to be considered when studying how individuals acquire a new language. Therefore, is well known that there are some socioeconomic factors that interfere in language learning processes and those are being analyzed in the theoretical framework. For this

investigating work, English major students of Universidad Técnica del Norte are taken as the main subject of analysis and as sources of information. This project aims to identify the external factors that affect learning processes in terms of language acquisition due to the fact of low academic performance in some of these students (Thompson, 2008).

Talking about the educational context, the beliefs, and attitudes that students have in learning areas are significant factors in all learning processes. As an example of it, EFL language learners could have strong beliefs and thoughts about the way in which they learn and the natural process of language acquisition of them. These beliefs can include language learning difficulties, their aptitudes, positive use of some learning strategies accompanied with effective teaching methodologies of the teachers and for instance learners' particular needs in learning a foreign language that in this case is English. Furthermore, socioeconomic status and factors does not just have influence on ultimate language learning or results that means academical performance, but also it can affect learners' self-associated beliefs and personal motivation to learn.

The principal impacts of this research relapses on the importance of it, the same that goes beyond just analyzing those socioeconomic factors that cause a low level of the English language in students, since a proposal is made through activities such as strategies for teachers and students, aimed to improving the mastery of English as a foreign language, having a direct impact on students and teachers from the English Major because the proposal will help to raise awareness about the problem that many students suffer from not being able to access all the necessary material to carry out their learning process in an appropriate way.

Therefore, that the main beneficiaries of this study will be the English major students and teachers because the first ones will have a list of strategies for them to improve their English level and skills by themselves without recurring into monetary expenditure and teachers as well because they will be prepared to deal with situations in which some students could not purchase all the material required by the English major

due to this mentioned influence of socioeconomic factors, and they will prepare some other free and meaningful material to help out their students. As indirect beneficiaries of this project will be the English major directive because they will have access to the information of the students whose English level is affected in some way by the socioeconomic factors, and it will be useful for them to find out a solution for these students in order not to make them feel excluded or frustrated.

OBJECTIVES

1.1.1 General objective

- To determine the impact that the socioeconomic level has on the students of the English major at UTN.

1.1.2 Specific Objectives

- To define the socio-economic level of the students of the English degree program at UTN.
- To identify the level of English language proficiency of English major students at UTN.
- Relate the socioeconomic level of students and their academic performance.

In order to accomplish the present research goals this research work is developed in a division of four chapters. Each part contains a thematic as mentioned below:

CHAPTER I: The introduction, the background of the research, the theoretical foundation, the legal foundation, the definition of terms and the characterization of variables are presented.

CHAPTER II: This part presents the research methodology, population and sample, the operationalization matrix of variables, techniques and instruments of data collection, the validity and reliability, finally the data processing and analysis techniques.

CHAPTER III: Diagnosis. The analysis and interpretation of results is presented.

CHAPTER VI: The proposal is presented.

CHAPTER VII: Conclusions and recommendations.

CHAPTER I: THEORETICAL FRAMEWORK

1.2 Background

To carry out this research work, it was important to collect information from previous studies regarding the influence of socioeconomic factors on L2 learning. Below we will summarize the most relevant works that allow the scientific endorsement of this work. After reviewing research projects and scientific articles carried out by students and researchers from other universities and in the electronic repository, no similar works were found that contain all the variables established in the present work, but certain similarities were found in some files and articles that will allow the scientific support of the present investigation work.

In the scientific article entitled “The Relationship between Socioeconomic Status and Beliefs about Language Learning: A Study of Iranian Postgraduate EAP Students” elaborated by Mohsen Ghasemi Ariani and Narjes Ghafournia belonging to the Department of English, Khorasane Razavi Science and Research Branch, Islamic Azad University, Neyshabur, Iran. This study explores the relationship between Iranian language students’ beliefs about language learning and their socioeconomic status. The findings demonstrated in this article showed a positive connection between the participants’ socioeconomic status and their views about learning English as a foreign language. These results suggested that social factors employ considerable influence on the process of learning a language.

Additionally, in the scientific article entitled “The Influence of Learners’ Socioeconomic Status on Learning English as a Foreign Language” elaborated by Nykoll Pinilla-Portiño from The University of Queensland, Australia. In this research the

dominant role of English in education, technology, economy, science, communication, and entertainment is analyzed in the current era of globalization. This article is divided into three main sections: the first analyzes the benefits of EFL (English as a foreign language) learning and how these connect to socioeconomic progress in a different range of sociocultural environments. The second evaluates research findings to discuss who are the real beneficiaries in EFL learning, as well as how EFL students' performance, insights, and expertise may be directed by their SES (Socioeconomic status) characteristics. Finally, the third section provides a short critical consideration and some useful recommendations for additional research about the issues contained in this investigation work.

1.3 Theoretical foundation

To develop this research, it is important to know the context in which it will be carried out and based, therefore that is important to select theories that allow us to prioritize goals and purposes to offer a humanistic and contextualized training. In this sense, this research is based on the social cognitive theory of Albert Bandura, who highlights that a good part of human learning is carried out in the social environment, and the sociocultural theory of Lev Vygotsky, who states that the development of the human beings is closely related to their social and cultural interaction, focusing on the teaching-learning environment.

- **Albert Bandura's social cognitive theory:** In this theory, Albert Bandura mentions that environmental, cognitive, emotional, and motivational factors interact with each other in the individual's learning process. In his theory, Albert highlighted the close relationship that exists between the observation of other people's behaviors and actions and how these influences the learning of the person through the motivation and internal reflection of each one to imitate it or not considering the possible consequences.

As quoted in Stalburg, (Bandura, 1971) mentions that, according to the social cognitive posture, people are not driven by internal forces or automatically controlled and shaped by external stimuli. No: human functioning is explained in terms of a triadic reciprocity model in which behavior, personal cognitive and other factors, as well as events in the environment are determinants that interact with each other.

Bandura's social theory holds that human functioning takes place through the interaction of personal factors, behaviors, and the social environment. Learning occurs through real acts and vicariously by observing the actions in live, symbolic, electronic media, listening to instructions, or studying printed materials. (Bandura, 1971)

- **Sociocultural theory of Lev Vigotsky:** In this theory, Vigotsky articulates the psychological and sociocultural processes, in which the higher functions of thought are the product of cultural interaction. In this regard, (Carrera, 2001) states:

For him, higher functions were the result of enculturation, of cultural influence on learning and development, and could only be explained in their genesis, by their history, placing them in their original context. Therefore, humanization was a product of formal and informal education, conceived in terms of interaction ... At the same time, he felt that the essential pragmatic goal of Psychology itself was the improvement and refinement of real education, which was like saying the improvement and perfection of the man himself (p. 42).

In his theory, the infant is perceived as a social entity, active, protagonist and product of multiple social interrelations in which he has participated during his life (Salas, 2001)

1.4 Socioeconomic factors

Firstly, in order to understand this concept, it must be clarified that when it comes to an intervention factor, it refers to all the elements that may intercede in a process and that positively or negatively affect the achievement of a result. In this case the socioeconomic factors refer to all the activities, desires, expectations that people has been given in a society. Those activities are included in livelihoods, that is, work, whether formal or informal, referring to all activities with subsistence purposes within society.

Economic conditions certainly affect education in students and their performance in language learning depends on the economic circumstances of the family unit. For the reason that there is a solid and marked relationship among economic factors and English language learning. Financial wealth in the long run will increase the performance level of a student on the way to learning, but not in all cases because sometimes other factors may affect academic performance in EFL students. (Nimmala, 2016, pág. 106) states in their scientific article that “Statistics confessed that students with good economic backgrounds get good grades in English language classes as compared to the students, who are low in economic flow”, Therefore, it means that there is a well-marked difference between socioeconomic level in EFL students and this fact has to do with academic performance.

Is important to know that English language holds the top position of the most spoken and written languages in the worldwide. Consequently, lots of people are suitable to learn EFL (English as a foreign language), but there is another hidden reason for this phenomenon to happened and that has to do with the fact that speaking English gives individuals an advantage both individually and internationally from an economic perspective. Because learning English may improve a curriculum vitae as well as a salary

increase. On the other hand, and due to globalization English language will be a fundamental skill required for the whole labor force.

(Nimmala, 2016, pág. 107) affirms that “The socio-economic effects always affect the students” learning environment and their attitude. Socio-economic aspects have to positively be enhanced. Only then the students can grow themselves socially, economically, educationally, and professionally”; This affirmation involves emotional factors related to motivation that appears as a result of the economic situation of the family members and the social factors that are analyzed next.

1.5 Social factors

Factors of a social nature can be categorized into a classification called social determinants, among which the following stand out: family structure, education level of students and parents and social differences as the main categories that are analyzed in the following points.

1.6 Family structure

(Hartas, 2020) says that “rental support with children’s learning is considered to be one pathway through which socio-economic factors influence child competencies”, socioeconomic factors are closely related to the family economic and affective status because the familiar environment is where individuals learn values and form their own behavior, so that the family will influence each of them.

Family structure and support are crucial to a successful outcome, no matter the form of intervention or communication. A social worker is able to assess the extent to which the family is actively involved with their child and can determine whether there are life stressors external to communication issues that could affect outcome (Salas, 2001)

According to the quote above, the family nucleus is essential, since children from a very young age are influenced by it. Family is the first thing they meet, and it is the one that imparts in them habits, values, knowledge that will accompany them throughout their life, family environment is where the behavior guidelines are established, and this influence can result in both negative and positive aspects.

Bonci, A. (2008) affirms that “Parental involvement in their child’s literacy practices positively affects children’s academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education” (p. 2). This affirmation involves some other important social factors such as the size of the family which is crucial to understand how families live according to their livelihoods because it is very difficult many of the times to support and educate all members of the family, especially if they are large families.

Parents are children first educators. Family and homegrown environment have both a solid effect on children language and literacy enhancement and educational success. This influence is stronger throughout children’s early years but persists all over their school years. Some background variables have an effect on the family and children’s home environment such as the socioeconomic status, the level of parental education, family size and so on, but parental manners and behavior, especially parents’ participation in home learning activities, can be decisive to children’s achievement and can help them overcome the negative influences of other factors in learning.

1.6.1 Functional families

Functional families refer to solidly formed households with clearly divided roles where responsibilities are shared and their members generally have high self-esteem, can

communicate their negative and positive feelings effectively and are sure of themselves, they can develop without major conflicts in their learning in general and that in the future it will facilitate social interaction and their personal and professional training.

Teen Ink. (2014) maintains that “A functional family uses respect as its main foundation. An emotionally secure environment is created in order to allow the freedom to expose wants, thoughts, feeling and desires without fear discrimination”; here the concept of family resilience is aborded because in family there may occur some experiences of stress or trauma, but the cohesion of a functional family can help recover the disagreeable experience. Therefore, a functional family also implements a healthy lifestyle, including good nutrition and well stablished sleeping schedules, alongside with sufficient physical activity or exercise.

Furthermore, in functional families, parents usually work as a team who care for the household. Relatives are inspired to work collectively and get along well and in a harmony environment. All family members are expected to express their feelings in a reasonable way and being prepared for listening to one another and be a support as a whole unit.

1.6.2 Dysfunctional families

According to Teen Ink. (2014):

A dysfunctional family, on one hand, is described as a family in which the members negatively impact each other’s physical and emotional well-being. There can be several types of dysfunctional families, and many of these aspects can be seen in all.

Dysfunctional families are likely to have their origins in bad child-care skills of parents. One or both parents of a dysfunctional home will frequently be acutely abusive

to their children, showing power all the way through physical maltreats or actions. A dysfunctional family may have one or even both parents with some addictions or compulsions, which could include de consumption of drugs, alcohol, food in excess, and maybe other problems related to effectiveness issues. Parents may possibly also exploit their children by forcing them to work from early ages on the streets without seeking emotional comfort and agreement in their children. Additionally, some of these parents are unable to provide support or even care for their children, whether it be affective, financial, or educational. Finally, parents are likely to portray a powerful desire for control of a whole lifestyle indoors home and demonstrate intransigence towards objectionable ideas or emotions.

1.6.3 Education level

The financial status of parents affects the EFL performance of students. According to Odebumni (2008) and Egbule (2010):

Finance is the avenue through which the students' bills are paid. If there is a shortage in the student's finances, this will probably affect his/her academic performance adversely, while if on the other hand the financial needs of the students are met adequately, probably their academic performance may be enhanced.

Children's developing processes is unquestionably affected by the proximal social environment that surrounded them and the first one is the family. Therefore, parents are the first teachers of children and here the educational level of parents appear as a social factor that may influence academic performance because parents should continue in this role even when their children start school, but some parents do not even care about embracing values or any basic knowledge in their children. Moreover, parents need to

become cooperative partners with teachers in order to create an environment that may supports their children's academic performance at school and solve all their needs.

Parent's socioeconomic status has immediate influence on their children 's education. According to a Report to the Department of Education and Training Australia in 2010:

The gap of scores attained by students whose parents were poor and prosperous was observed. Parents pass on a measure of their advantages or disadvantages to their children that affect their children's educational outcomes. The duration, degree, and timing of poverty the parents spend during their children educational career have a great impact on their learning.

Parents with lower salaries often have to extend their working schedules in order to earn more for the sustainability of their families. This gives them less time to spend with their relatives and as well as getting immersed in their kid's learning processes. It is well known that there are also more conflicts in homes due to lower incomes because there is much more stress at the time to pay for things to solve all family members needs either basic or some luxuries that they may have and as consequence cause tension within the home environment. All of this generally happens because of the payment gap that exist between professions and some other occupations or jobs.

In other words, the salary or income of most families depends on the job of parents and this financial sustain depends directly on the type of job they have, despite their working experience, in some enterprises or companies is really difficult for a non-professional worker to be promoted to a better job because there always be a person with better curriculum to fill the vacancy.

1.6.4 Social differences

Most of the time is spent by children in the society where they learn and build, they own habits and costumes. It is the society the one that fosters and cultivate habits of children about events of their life or their experiences gained day by day. Children feeling part of a society adopt norms and practices from the society in which they live because every society in the world has established different norms according to their cultural backgrounds to live a peaceful life as the goal.

As is quoted on Morales, S. (2017); Stern (2003) Argued that:

Social context affects second language learning throughout two directions called opportunities. First, socioeconomic context determines the opportunity to keep in contact with L2, it is done throughout trips to native countries, cable TV, internet and other devices; and the second one represents the opportunities for learning the L2 in an instructional environment, which depends on the quality of materials, equipment, buildings and teachers 'qualification. The opportunities mentioned before are directly influenced by economic and social status, where people with more economical power have more access to L2 contact than low-income students.

As is explained above socioeconomic status can influence in exposure to language learning in this case related to English because some families that have low financial income may have not the capacity to acquire some technological devices that today in a globalized world in which we live are really useful to be connected with the target culture that could help language learning students to improve their language skills but if they don't have this exposure through technology their academic performance can be low making a comparison with the students that have this exposure with L2.

1.6.5 Economy factor

The family cell has the responsibility and obligation to provide for its own. Society is made up of families, when the family is bad, society is bad. In this sense, the family has to cover basic needs such as food, electricity, water, children's education, etc. With the absence of this factor, it is indisputable that it will have negative repercussions on the academic performance of students since the basic needs mentioned above will not be covered.

1.6.6 Economic condition

The socioeconomic condition of society is characterized by different economic aspects such as profession, employment situation and relationship with the activity, leading them to divide or segment into groups or strata, among them are superior groups such as management or management, intermediate professionals and employees, artisans, farmers and workers (Erakundea).

Navarro (2001) mentions that "Economic problems together with personal causes entail around 75% of the causes of disinterest in the study, young people between 15 and 19 years old claim to have had school disinterest due to the absence of this factor when solving school expenses" (p.30).

The family economy is aimed at the correct management of economic resources in order to satisfy the basic needs of the family nucleus. Although it is true, the monetary factor is essential for the development of good learning, it should not be forgotten that the family factor is the most important, because if there are problems in the family nucleus, the student will not be able to perform well even with everything. The world's money, as it will be affected emotionally and will end up dropping out of school due to family and financial problems (Sevilla).

1.6.7 Socioeconomic level

The socioeconomic status or level is a factor that is obtained from the combination of the economic and sociological factor of a person, in terms of their economic position, academic preparation and social position in relation to other people.

This level is defined by variables that are according to the country and context that is developed. According to the Center for Research on Education, Diversity and Excellence cited in Evaluation of the socioeconomic status: presentation of a scale adapted in a population from Lambayeque, it is presented as the measure of a person's social place within a social group, determined by different factors, including income and education (Vera-Romero, 2013).

According to MARCHESI (2000)

In students at risk of failure, there are seven predictive factors of low school level that are related to social disadvantage: poverty, belonging to an ethnic minority, immigrant families or without adequate housing, ignorance of the minority language (mother tongue), type of school, geographic location where you live and lack of social support. But there is no strict correspondence between social inequalities and educational inequalities. There are other factors such as the family, the functioning of the educational system and the school itself that can increase or decrease these inequalities (p.44).

Although the economic factor plays an important role in education, as long as the family nucleus is strong and without major problems, the student can function successfully in their studies and in their environment, since the family impact prevails in the student's motivation to achieve goals. Or leave them, regardless of social status.

For their part, Lizasoain, Joaristi, Lukas and Santiago. (2007), point out that “those students who are of a low socioeconomic level, have fewer opportunities to obtain adequate school performance, since the economy does not allow them to enter educational centers with higher quality standards” (p.28).

The thinking of these authors can be simplified as follows: higher income, higher social status, better opportunities to enter quality educational centers, since it has been shown that private institutes even teach a second language from the first year’s school than a public institution.

1.6.8 Goods acquisition

Access to public and quality education is a right embodied in objective 4 of Human Rights and in the Constitution of Ecuador according to article 26: “Education is a right of people throughout their lives and a duty inescapable and inexcusable of the State. It is a priority area of public policy and state investment, a guarantee of equality and social inclusion and an essential condition for good living. Individuals, families and society have the right and responsibility to participate in the educational process”(LOTAIP, 2013).

However, currently it has been shown that educational institutions lack didactic resources that allow the development of classes in a didactic and pedagogical way, which often leads to schools or colleges being in need of requesting material from parents of family to carry out classes within classrooms.

Similarly, Asensio, Ruíz and Gutiérrez (2004) point out that:

The fees that some institutions charge for various concepts and the difficulties in obtaining books, linked to economic difficulties, make education cease to be a priority in

the family; especially in those families whose purchasing power does not allow them to purchase the basic food basket, as well as those that earn a salary below the official minimum wage. (p. 29).

According to the INEC, the cost of the basic family basket in 2020 was \$ 716.14, taking into account that many parents, only one of them, or in extreme cases none receives a basic salary that allows to cover at least the needs basic household items. For this reason, there are cases of students who often find themselves in the need to work at the same time as they study in order to meet their educational expenses, many of them ending with student desertion or in the “best” case with demotivation I did my studies, since at home the economic resource is scarce and sometimes nil. (INEC, 2020)

If we associate the economic factor, access to resources or educational goods with learning a foreign language, which implies buying support material such as books for class work and digital platforms, language courses, etc., we can say that they are factors determinants that help the student in his learning process if they are within reach and harm in his absence, putting an advantage or disadvantage according to the economic level of the family nucleus and its purchasing power of goods.

1.6.9 Employment situation

Currently the world is going through a blow to the economy by the Covid-19 pandemic, in this sense the National Institute of Statistics and Census (INEC), conducted a survey of employment, underemployment and unemployment in Ecuador during the month of May and June of 2020.

The results obtained were a decrease from 17% in 2019 to 39% in 2020 in the field of employment. On the contrary, there is a rise in underemployment from 18% in

2019 to 35% in 2020. On the other hand, the data are alarming regarding unemployment; from 3.8% in December 2019 to 13.3% as of March 2020, the highest figure recorded since 2007. Although these data are negative effects of the pandemic, we must not ignore the measures of job insecurity or “humanitarian law “Imposed by the government of the day. (INEC, 2020)

The previous antecedents of the socioeconomic factors showed us the positive or negative effects that they can have in the learning process of a student. If we add the global health and economic crisis, it is indisputable not to think about the possible effects on the student’s academic performance and development.

1.6.10 Labor income

Earned income is the amount of money that a person receives through their work or provision of services. According to Inec (2015) “labor income will be understood as any remuneration for productive activities in the form of payments in cash, in kind or in services” (p.35). This largely determines the well-being of a person, both within society and in the family nucleus. However, as we have mentioned previously, both parents or at least one parent lacks a permanent job and many of them engage in informal activities in order to survive.

Based on the income of the population, the INEC classifies them into five different strata: 1.9% of households are in stratum A, 11.2% in B, 22% in level C +, 49.3 in C- and 14.9% at level D. 83.3% of families in Ecuador are in the middle stratum, according to INEC data. (INEC, 2020)

1.7 English Language level – performance

English language level or performance of students refers to the level of mastering a language in this case English. The present study is going to be focused on determining the English language level of the English major students of the UTN based on the CEFR (The Common European Framework of Reference for Languages) that is considered as an international standard helpful to describe language ability based on a six-point scale that goes from A1 (beginners) to the top one C2 (proficiency). This international standard has been considered for its facilitation to anyone who is involved in the process of English learning, teaching, or testing as is in this case the students of the English major of the UTN.

The CEFR international standard describes what English apprentices can do throughout five English language skills, Grimes, L. (2015) mention the skills that are structured for the CEFR that are: Spoken Interaction, Spoken Production, Listening, Reading, and Writing. For all five skills at each level, there are sets of detailed statements based on a “Can do” structure in order to measure student’s performance. The CEFR focuses on both, the learner’s production, and his/her abilities to take part in a conversation or discussion. Therefore, and as an example, under Spoken Interaction there is information about Turn taking: a Basic A2 level learner can use basic phrases to start, uphold or end a short talk, while a proficient C1 level learner, can select an appropriate phrase to in order to gain more time and keep the floor while thinking.

In addition, as is mentioned in the Introductory Guide the (CEFR) for English Language Teachers (2013):

The CEFR has been very significant in language learning and teaching because its impact goes beyond merely describing learner levels. It has

underpinned a particular approach to language learning as the one most commonly recommended or expected in language teaching today. This approach is based on the notion of communicative proficiency – the increasing ability to communicate and operate effectively in the target language. (p.2)

1.7.1 English language learning- skills EFL context

As is common knowledge, there are four traditional English language skills that are seeing like indispensable components of integral EFL classes, but in the last years people involved in English language teaching/learning field have asked if are those skills enough to help EFL learners become communicatively competent? In other words, are these skills enough to allow students to use the language system in an appropriate way in any situation? As the present investigation be developed with the English major students of the UTN it is mandatory to put the English skills in real context because it will help to know if the communicative competences really the goal in the EFL language classrooms of the major or not.

Is important to know that EFL instruction requires to attend the next components: organization, rational, strategic, and even psychomotor strategies depending on the learning styles of learners or some other factors that can influence the English classes. The English major has been through a process of changes in its educational curriculum, therefore that students had to adapt to different materials such as the main one correspondent to books which are divided into two groups of skills listening and speaking and reading and writing but including grammar as a subskill. Thus, it is important to briefly define the 4 linguistic skills that are managed in the curriculum of the English major:

1.7.2 Receptive skills.

- **Reading.** The ability to understand a text considering age and grade-appropriate level.
- **Listening.** The ability to understand the language of the teacher and his/her instructions and comprehend and extract information from auditive resources.

1.7.3 Productive skills.

- **Writing:** Makes reference to the ability to produce written text with content and format achieving or completing classroom task according to the stablished level.
- **Speaking:** The ability to make use of oral language in an appropriate and effective way in learning activities that involves dialogues, peer conversations, and in general with the concerns of classroom interaction.

1.8 Context of the study – English major – Skills

The skills associated with learning the English language, as seen above, require a series of skills that go beyond the objective aspects of a language (example: grammar, semantics and spelling). The Common European Framework of Reference establishes four key categories for classifying skills: a) reading comprehension (written speech, interpretation of texts, personal assessment, etc.); b) listening comprehension (oral speech, comprehension of the phonic chain, etc.); c) oral expression (production of oral discourse, communication skills, pronunciation, socio-cultural knowledge, etc.); d) written expression (production of written language, verbal language, non-verbal elements, recording facts, etc.) (Chandía, 2015).

Likewise, there are different competencies related to language that make it possible to establish whether a person is effective in communicating in the target language. The first of them is grammatical competence which focuses on learning the structural elements of language, such as: a) grammatical competence which is responsible for attending to language patterns to reach and comply with morphological rules, syntactic, semantic, and pronunciation (Murcia, 1995); b) sociolinguistic competence, which is responsible for using language appropriately in a social setting, overcoming the tensions and stress of the moment for the correct expression of a message in the target language, even though there are small inconsistencies in the fulfillment of the structural aspects of the same (Kramersch, 2014); c) discursive competence, which is responsible for encoding and decoding a message to be transmitted through a coherent, cohesive and consistent structure; d) strategic competence, whose purpose is to reduce the language gap that is formed when there are linguistic deficiencies, through overcoming structural gaps to achieve the objectives of a social setting.

The different skills related to learning a foreign language must be taken into consideration by the teacher to implement methodologies that allow them to develop as a priority. Likewise, a diagnostic assessment must be made regarding the level of knowledge and progress of the students in order to effectively apply the most appropriate teaching methodology according to that level. There are numerous methodological and cognitive principles to strengthen the communicative skills of students of a foreign language, so the applied model must have theoretical and practical components that allow the student to motivate themselves to learn and apply the knowledge acquired in a real setting and social (Desai, 2015).

As mentioned above, there are receptive and productive skills. the teaching methodology must be comprehensive enough to combine both approaches. Through

receptive skills, a message can be encoded so that it can be transformed by the student to produce a coherent and timely response. Additionally, competencies and skills related to the stages prior to the production of a communication or message must be developed, that is, the stage of planning or organizing ideas. This stage will be vital for the construction of ideas that follow a logical sequential order and a level of coherence that effectively responds to the topic under discussion. The skills acquired by students of a foreign language should be directed to take advantage of existing resources, such as technological, social, documentary, etc., that allow strengthening the knowledge of that language and demystifying previous conceptions (Roschelle, 1997).

1.9 Legal regulations of English proficiency:

The National Government of Ecuador, after its participation in the World Education Forum in Dakar (2000), has been in charge of generating policies for the achievement of education objectives in the country, especially to improve the quality of education in all educational levels. To this end, the concept of "Ten-Year Plans" has been created to update educational curricula and improve the teaching of English, both as a foreign language and as a university career. In 2011, for example, an assessment of the proficiency level of English language teachers was carried out through the international test called "TOEFL". The results obtained, as analyzed by Peña Ledesma (2019), were the following:

One of the first steps taken was to evaluate teachers using the international TOEFL test, which measures skills and competencies in the English language. The evaluation was carried out on a group of 5022 teachers, of which 74% were classified as "basic users", despite the fact that the Ministry of Education establishes that teachers must handle the language at a high intermediate level

(B2). The results were evidenced in a study carried out in 2013. Peña and Sánchez achieved that 73.33% of teachers had a low level of linguistic competence, which affects the teaching process of students. (p.26)

As can be seen, the Ecuadorian government has as a priority within its policies, the improvement of the teaching of English, which must begin with the training of the teachers who are in charge of teaching it, regardless of the educational level. Ecuador has considered that English represents a great competitive advantage in different fields, such as scientific and technological, so that its correct teaching directly affects the success of different areas of the economy. For this reason, the Council of Higher Education of Ecuador, in 2016 promulgated the Code of Higher Education Regulations, establishing that all university students must reach level B2 as an essential requirement for graduation (Peña Ledesma, 2019).

Currently, the educational plan of the national government aimed at developing and enhancing the proficiency of the English language in the country, has a series of basic principles for its improvement: a) approach to communicative language; b) student-centered approach; c) thinking skills; d) content integrated learning for foreign languages; d) international standards. Therefore, the main objectives of the English as a foreign language curriculum in the country promoted by the Ministry of Education are the following:

Develop the understanding that students have of the world, other cultures and their own and their ability to communicate their points of view through the foreign language.

Develop the personal, social, and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world that operates in other languages.

Create a love for language learning from an early age, through engaging and positive learning experiences, in order to encourage students' motivation to continue learning. (p.1)

It can be seen that the proficiency of the English language in Ecuador is framed within high and robust standards that allow that, regardless of the professional area in which a person is going to develop and train, they can achieve a high level of English. So much so that it has become a mandatory requirement to meet certain international standards in order to graduate. Likewise, the Ecuadorian government has generated training policies and training for all teaching personnel in the country.

Agreement number 52 of 2014 issued by the Ministry of Education of the Republic of Ecuador establishes that education is a right of the people but also an inescapable duty to the State, representing a priority area within its public policies and of state investment. It also indicates that all people, the family and society have the right and responsibility to actively participate in the educational process. In the same way, it is established that among the obligations that the State has with respect to its citizens, are the promotion of cultural and linguistic diversity, as well as the fulfillment of education plans and programs at all existing levels for the promotion of development of competencies and capacities to incorporate citizens into the world of work.

Likewise, an allusion is made to a technical investigation carried out by the Ministry of Education where it is evident that the problem in the Republic of Ecuador is that the foreign language is studied only in higher basic education and not from the first grades of basic general education. It is considered that the English language is

fundamental as a tool not only for human communication and interaction, but also as a tool for accessing scientific and technological information that is available in different media. For this reason, it highlights the importance of prioritizing the teaching of English as a foreign language from an early age, which means expanding the workload of this subject in the different degrees of education.

Article number one of ministerial agreement number 52 establishes the following provision: "PROVIDE that the teaching of English (...) be compulsory from the second grade of Basic General Education to the third year of Baccalaureate for all public, fiscal and private institutions in the country". This article makes it clear that the teaching of English from an early age is not only in charge of the State, since individuals also have the duty and responsibility to adopt their curricular networks to incorporate this subject with the minimum mandatory hourly load.

Likewise, as provided in article number four, the Vice Ministry of Education, in conjunction with the National Institute of Educational Evaluation, will evaluate and annually assess the results of learning in the English language in all educational institutions in the country, establishing then a series of mandatory minimum standards to be achieved by students at different educational levels. Also, as a general provision, that schools that are legally recognized as bilingual schools can dictate and teach the contents of all subjects in both languages as long as compliance with the national standards that govern the matter is guaranteed.

Finally, the national government through the Ministry of education have advanced measures to strengthen the learning of English in educational institutions in Ecuador, showing a certain degree of political will for the transformation of education regarding the acquisition of new tools for professionals to be more competitive in the world of work,

which represents a positive aspect in the economic growth of the country. Among the aforementioned measures is the fact that English language teachers are studying that language abroad, so that when they return, they can lead the teaching and learning processes in the country. Likewise, the curriculum has been reformulated in a more comprehensive way to guarantee the acquisition of all linguistic communication skills to achieve efficiency in the transmission of the message in the target language.

1.10 English language levels description

The Common European Framework of Reference has become the international standard, by reference, most used for the categorization of the level or degree of knowledge of the English language. This framework is characterized by going beyond the simple classification of levels of learners, since it focuses on the notion of pro-efficient and assertive communication, that is, on the existing ability to be able to communicate and operate efficiently in the language that is used. wants to learn, which represents a practical result in determining a person's level of knowledge.

Cambridge University Press (2013) has established a general description about what each level of the Common European Framework of Reference means regarding the proficient, independent and basic users, as follows:

C2 (Mastery): highly proficient – can use English very fluently, precisely and sensitively in most contexts.

C1 (Effective Operational Proficiency): able to use English fluently and flexibly in a wide range of contexts.

B2 (Vantage): can use English effectively, with some fluency, in a range of contexts.

B1 (Threshold): can communicate essential points and ideas in familiar contexts.

A2 (Waystage): can communicate in English within a limited range of contexts.

A1 (Breakthrough): can communicate in basic English with help from the listener.

(p.1)

As can be seen, the different levels of English, in accordance with the most widely used and accepted international framework in the world, allow establishing the degree of assertive communication by the speakers, which offers a down-to-earth panorama of how correct a person can communicate in the target language. So much so that the Ecuadorian government considers that university students in the country must graduate with a B2 level, implying the use of English in a fluent and effective way.

International standards regarding the levels of knowledge or mastery of the English language or a foreign language allow to establish certain parameters to know the effective communication of a person in the target language. Within an academic setting, there may be two types of assessments to carry out said diagnosis or assessment of knowledge. The first of these is the internal assessment which is designed by teachers to be applied to their own students, without representing a novelty with respect to the common activities that are carried out in the classroom as part of daily activities. The second model, however, is an external assessment, which is designed by entities outside the educational community, which guarantees a greater degree of objectivity and independence of results to achieve a diagnosis closer to the reality of the facts.

In this sense, the standards of the common European framework of reference make it possible to ensure an objective result regarding the level of knowledge of a person in a

foreign language. Furthermore, as it is the most recognized international standard on the subject, it allows knowing the knowledge from different latitudes without the need to carry out a homologation or equivalence of results to determine the level of efficiency in a student's communication skills. The different levels ensure that the degree of a person's communicative competences is better understood in terms of their ability to function within a socio-linguistic setting, considering the different abilities related to the structural and objective elements of the language.

1.11 English language proficiency test:

The English language, like any other area of knowledge, can be measured quantitatively, especially progressively. In the world there are numerous international tests to determine the level of proficiency of a person in the target language. Different tests have been developed to determine the degree of knowledge in the English language, however, as indicated by Sims (2015), it is of great importance to determine which are the components of the skills that are evaluated in these tests to establish the most appropriate as the case may be:

There is no clear definition or agreement on the nature of language proficiency. Many researchers (Bachman & Palmer, 1996) prefer the term “ability” to “proficiency” because the term “ability” is more consistent with the current understanding that specific components of language need to be assessed separately (...).

McNamara (2000) suggests integrating several isolated components with skill performance as a means to demonstrate the more integrative nature of language ability. (p. 93).

Sims (2015) also establishes that the tests to measure the proficiency of English must include integral components of the language, that is, they must be designed to measure and evaluate aspects of the language (such as grammar and spelling), such as performance skills (reading, listening and communication). Henning (1987), for his part, indicates that English proficiency tests should “measure general ability or skills, as opposed to an achievement test that measures the extent of learning of specific material presented in a particular course, textbook, or program of instruction” (p.196).

The level of proficiency of a person in the English language will depend not only on knowledge and compliance with the rules related to the structural and objective components of the language, but also on the ability to convey a message effectively and appropriately within a certain socio-linguistic scenario. For this reason, the different exams on the subject must consider not only writing skills but also oral skills, both known as productive skills. In addition, they must include activities related to receptive skills (listening and reading), so that it can be determined whether the student can perform message coding tasks to produce an appropriate reaction or response.

According to the English Language Teaching & Testing Guide (2019), the proficiency tests have the following purposes:

- a) to determine the ability of the learner to complete a course or to correctly execute an exam according to the proposed conditions;
- b) evaluate progress in relation to acquiring knowledge of a foreign language;
- c) measure the student's level of language use in certain settings and contexts;
- d) specify which are the areas or language skills in which students are proficient.

As can be seen, there is evidence of a marked difference with respect to achievement tests since the latter are intended to determine the level of knowledge of a student regarding a specific topic, while proficiency tests seek to quantitatively determine what so effective are students in using and putting into practice related knowledge and skills in a foreign language in a given situation or area.

1.12 Relevant findings concerning the socioeconomic level:

There are numerous factors and variables that directly and indirectly, positively and negatively, affect the learning of the English language. The socioeconomic factor takes on special relevance in this learning process since it may depend on the level of progress that a person may have in acquiring knowledge of that language, in relation to the possibilities of accessing tools for proper learning. Sánchez Terán (2017) carried out a study of how socioeconomic factors affect the learning of the English language, which yielded the following results:

Socioeconomic factors intervene in the learning of the English language in a negative way when the intervention of the family nucleus is scarce and more when its impact is attenuated with other socioeconomic or cultural indicators. It is positive when students have access to different goods such as the internet, the computer, books, dictionaries and when parents strengthen them by fostering responsibility, supporting them in their homework, motivating them and showing interest in their learning. (p. 65).

Socioeconomic factors proportionally affect the level of knowledge and learning by English language learners. The educational level of the family environment can influence the learning process, as well as the level of economic income. The latter has a special

importance within the acquisition of knowledge of the English language, since it does not represent a priority within the economic planning of the family nucleus. Likewise, the study carried out by Sánchez Terán (2017) also concluded that teachers do not use different teaching techniques, so there is not a high degree of effectiveness and motivation among students.

According to a study carried out by Guerrero and Cubides (2018), the socioeconomic factors that affect the process of acquiring knowledge regarding a foreign language are: a) gender, that is, the notion of the feminine and masculine that has usually been determined by theories, religious beliefs, institutional practices and material conditions of nature; b) stratum, involving the type of housing and the allocation of subsidies as regards public services; c) the educational level of the parents, since the educational level of the parents directly affects the level of education, learning and motivation regarding the English language; d) number of books read, which allows knowing the level of incidence regarding a person's reading skills and its direct relationship with the acquisition of knowledge of a foreign language, in this case English; e) hours of work per week, which determines the level of performance of a student with respect to the academic activities entrusted.

Sánchez-Herrero (1990) established a correlation between the performance of English and the social class of the students, finding that the higher social classes obtained better results in the tests carried out. Ceballos, Dávila, Hernández & Ramírez (2014), for their part, indicate that at a socio-cultural and socioeconomic level they are influencing factors in the learning process and in the academic performance of students. In the study carried out by these authors, it was concluded that students with a high socioeconomic level have more support and motivation for the acquisition of a second language, compared to students with a lower socioeconomic level. The authors emphasize that the

socioeconomic level is socially acquired, which implies that what is taught at home, school and work directly influences the level of performance and progress of the student in a foreign language.

CHAPTER II: METHODOLOGY

2.1 Research approach

The present project is aimed to identify the socioeconomic factors of the students of the English course at the Universidad Técnica Del Norte using statistical methods and the identification of a population sample.

2.2 Research Types

2.2.1 Quantitative Research

It consists of applying statistics to determine the incidence of socioeconomic factors on the level of knowledge and progress in the acquisition of English language skills among language students at the Universidad Técnica Del Norte.

2.2.2 Documentary Research

The research will be carried out from the compilation of bibliographic sources focused on sampling methods and statistical calculations. That information will be useful to define which tools and methods will be applied to obtain the results of each case.

2.2.3 Field Research

Through visits to the Universidad Técnica Del Norte, specifically to the University Welfare Department and the English Department, the necessary data will be obtained to apply the methods to be defined. In this way, through the analysis of socioeconomic records and evaluations of the students themselves, data will be obtained to demonstrate the student's level of language proficiency, taking into account other factors or characteristics.

A study and data analysis will be carried out concerning a sample in that some variables have not been manipulated. It is non-experimental research, so it will help to obtain results based on the reality of the selected population.

2.2.4 Research Methods

Analytical Method: It will start from the social analysis of the selected population-based on internal and external factors.

Descriptive Method: It will describe the activities, methods and results obtained during the study.

Inductive Method: With the support of the information gathered in the English career and the University Welfare Department, it is possible to generate a base of the events for each case of students.

Deductive Method: Having a solid base and the necessary information, the factors that directly affect or intervene in the development of the population from the beginning to the end of the course are known.

Inferential Analysis: Inferential analysis or statistics were carried out by the authors to make predictions from the data gathered from the English placement test and the Socioeconomic Data of each student of the English major. This inferential analysis was aimed to answer the research question to support the hypothesis that states that students who have low socioeconomic level will be more likely to have a low English performance level. Therefore, Inferential Analysis was useful for describing the shape of the sample as probability distribution.

2.2.5 Research Technique

Evaluation: It will be carried out to all the students of the career, in this way, grades will be obtained, according to the level of English and thus it will be possible to generate the different comparative and analysis of factors.

Socio-economic data: It is necessary to obtain the social characteristics of the evaluated students.

2.2.6 Instruments

2.2.6.1 Sampling Method

Considering annex 1, which contains data obtained internally based on information presented to the evaluated and their respective qualifications and data provided by an external entity, the following is proposed:

2.2.6.2 Population

The group to whom the study will be carried out, in this case, the students of the English course at the Universidad Técnica Del Norte.

- **Sample:** There are 263 students for the development of the research topic.
- **Composition of the sample and nature of the data:** These are the quantitative and qualitative data that are related, for example, the amount of the sample, which would be quantitative, and the characteristics of each person belonging to the population.
- **Data collection:** In this case, the two research approaches will be denoted by the socioeconomic record for the qualitative approach and the assessments for the quantitative one.

- **Form of the data to be analyzed:** Results will be represented numerically and graphically represented (Hernández Sampieri, 2014).

Knowing that the elements of the population have equal possibilities of being selected because they share similar characteristics and have not been stratified. It is said that the process to follow is for a simple random sample, where we have a specific group that shares similar qualitative variables but not quantitative ones.

Applying the methodology of descriptive statistics where variables are correlated, situations such as the following was determined:

- **Gender:** Distribute in the population the gender to which the evaluation was applied; for this case study, three genders were established: male, female and persons classified as another gender. For this purpose, a sweep of information was made by analyzing variables and using pivot tables in Excel; in turn, the percentage value was obtained based on the representation of each population concerning the total sample; the results will be presented in the following chapter.
- In the same way, the procedure was applied to variables such as qualification, housing, marital status, monthly income, type of financing, among others.

To obtain these results, it was necessary to take into account the measures of central tendency, frequencies, and graphs according to the requirements of the case, thus we have:

Mean: The mean of a group of data is a value that results from the sum of all the quantities divided by its total amount of data.

$$\bar{x} = \frac{\sum_{i:1}^N X_i}{N}$$

Equation 1. Calculation of the Mean

Frequency: It is used to compare an element X_i in a set of elements (X_1, X_2, \dots, X_N). Using the elaboration of frequency tables, the data can be presented in an organized way.

- Absolute, whose sum must be the total of elements N .

$$\sum_{i:1}^k n_i = n_1 + n_2 + \dots + n_k = N$$

Equation 2. Calculation of Absolute Frequency

- Accumulated, whose values must be better than or equal to X .

$$N_i = n_1 + n_2 + \dots + n_i$$

Equation 3. Calculation of accumulated frequency

- Relative, values between 0 and 1, $0 \leq f_i \leq 1$.

$$\sum_{i:1}^k f_i = f_1 + f_2 + \dots + f_k = 1$$

Equation 4. Calculation of Relative Frequency

Bar charts: Also known as Pareto charts, they are used to organize variables in descending order.

Pie charts: It is circular in shape, and each frequency represents a fraction of the circle.

2.2.6.3 R Statistic software

This program is necessary for the elaboration of graphs and calculations of frequencies. At the moment of entering the codes and databases, it calculates immediately the frequency tables printing at the end the graphs either the Pareto case or the sectors.

Figure 1 Data input

```
library(qcc)
library(readxl)
library(xlsx)
library(ggplot2)
library(plotly)

Gender=c("Male","Female","Other")
test1=c(30.06,28.56,47)
testg=c(29.21,29.21,29.21)
dataf<-data.frame(Gender,test1,testg)
grafico=plot_ly(dataf,x=Gender,y=test1,name="Gender overall score",type="bar")%>%
  add_trace(y=testg,name="Average overall score")
grafico
```

Note:

2.2.6.4 Excel

It is a data reception and analysis program in which pivot tables were applied to automate variables in such a way that it is not necessary to search the entire table of the population but rather delimited by characteristics in the variables (Annex 1).

2.2.6.5 Other tools and instruments:

- Internet
- Laptop
- Camera

CHAPTER III: RESULTS AND DISCUSSION

The present investigation was carried out with 244 students of the language career of the Universidad Técnica Del Norte. By using the Empower, English coursebook placement test, their level of communicative competence of English as a foreign language was assessed. In order to evaluate the English level of the students in a reliable way. The reliability of the test because it provides the test provides instant results and is in accordance with CERF standards. With these results, the student can be placed in the correct level and correct, and appropriate methodologies can be applied according to the level.

To analyze the impact of socioeconomic factors on English language learning, following criteria drawn from the extensive literature review, certain relevant factors from the student's socioeconomic record were analyzed. Among the socioeconomic factors that have influence according to a study conducted by Guerrero and Cubides (2018), the stratum was selected which involves the type of housing of the student, with whom he/she lives, the student's study financing and the family's monthly income to cover family expenses, including educational expenses.

Then, the obtained data were contrasted with the students' English language level. To arrive at concrete results and analysis, we considered specific parameters of the student's socio-economic records to show their quality of life and the context in which they live.

The next tables and graphs show the results obtained for each factor and/or parameter, which were also contrasted with the English level of each student to verify the incidence or lack of it in these factors at the moment of learning a foreign language, in this case, English.

3.1 REGARDING WITH WHOM THEY LIVE

3.2 Chart 1

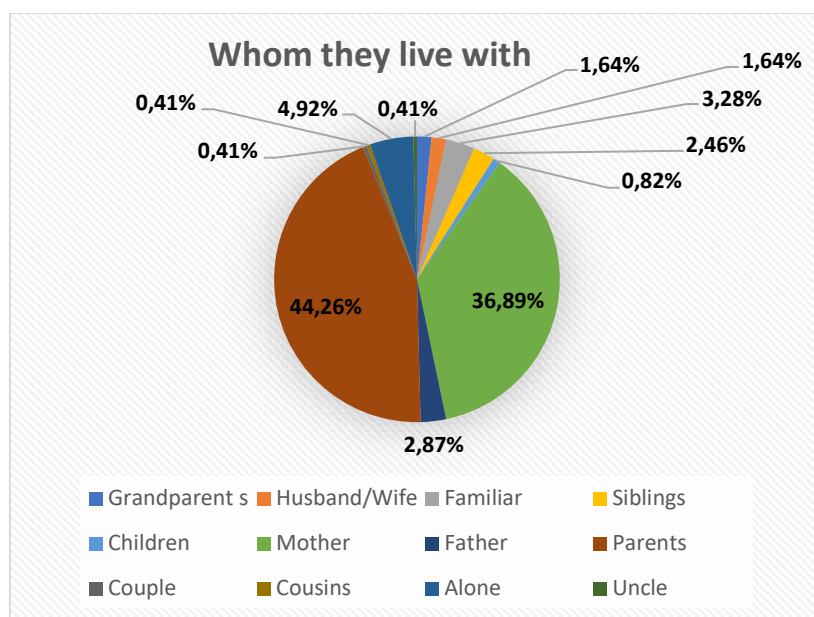
3.2.1 *Whom they live with*

Table 1 Whom they live with

Whom they live with	
Grandparent s	4
Husband/Wife	4
Familiar	8
Siblings	6
Children	2
Mother	90
Father	7
Parents	108
Couple	1
Cousins	1
Alone	12
Uncle	1
	244

Note: This table shows the different family groups in terms of who the English majors live with.

Figure 2 Students Whom they live with Results



Note: Students Whom they live with Results

The data obtained from the socioeconomic data sheet shows a great diversity in terms of who the students live with, thus we have 12 different groups or classifications, as shown in Figure 1. It could be observed that most students live with their parents, followed by the group who only lives with their mother. The minority groups, among live with grandparents, spouse, relative, siblings, children, father, partner, cousins, only and uncle.

This implies that most students subject of this study live with their parents, this means that they do not have difficulties in rental expenses, but it is important to note that a large percentage only lives with the mother, which implies that there may be a family monthly economic deficit that, according to INEC data, is expected between 37.5% of the cases of single-parent cohabitation, the monthly income is not enough to fully cover the needs of the family nucleus.

To measure the level of English language proficiency of the students against the social factor of those who live with their parents, the following contrast was made with

the individual results of each student obtained in the English language proficiency test, with the following results:

3.3 Chart 2

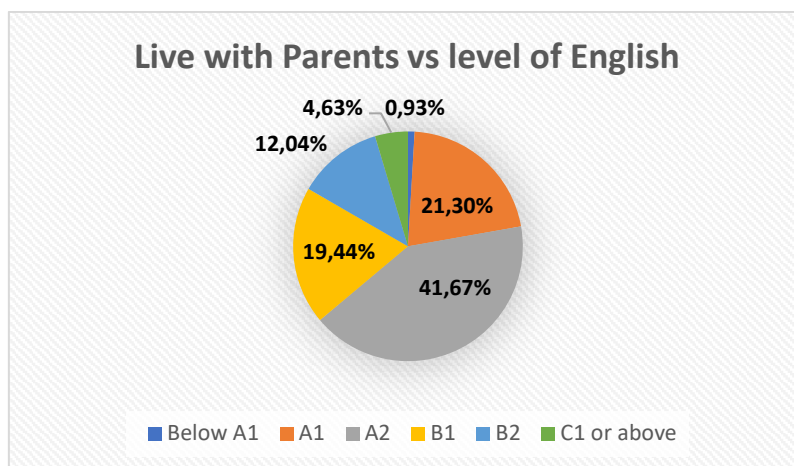
3.3.1 Live with parents vs level of English

Table 2 Live with parents vs level of English Parents

Live with parents vs level of English Parents	
Below A1	1
A1	23
A2	45
B1	21
B2	13
C1 or above	5
	108

Note: The table shows the contrast of students who live with father and mother vs their level of English.

Figure 3 Students who live with Parents vs level of English



Note: Students who live with Parents vs level of English

This figure shows that an important percentage of students who live with their parents are in A2 level, this can mean that there is a more important factor than the socioeconomic ones that may be harming the level of the students in relation to their command of English, which may be related to their personal motivation, limited time, lack of interest or general dislike towards the target language. On the other hand, almost a third of students who live with their parents have a moderately acceptable level of English, which means that students who do not have economic deficits in their homes can do a good job of learning the English language.

3.4 Chart 3

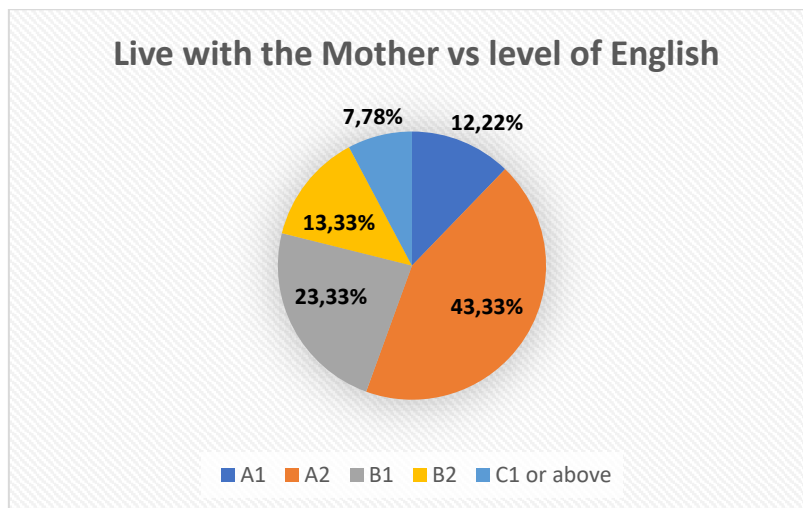
3.4.1 Students who live with the mother vs level of English

Table 2 Live with the mother vs level of English

Live with the mother vs level of English	
A1	11
A2	39
B1	21
B2	12
C1 or above	7
	90

Note: The total number of students who live with their mom vs their level of English respectively.

Figure 4 Students who live with the mother vs level of English



Note: Students who live with the mother vs level of English

This figure implies that most students subject of the present study only lives with their mother, which implies that there may be a family monthly economic deficit that, according to INEC data, is expected between 37 .5 of the cases of single-parent cohabitation, the monthly income is not enough to fully cover the needs of the whole family, for this reason is obserbable that most of these students are in a A2 level.

3.5 Chart 4

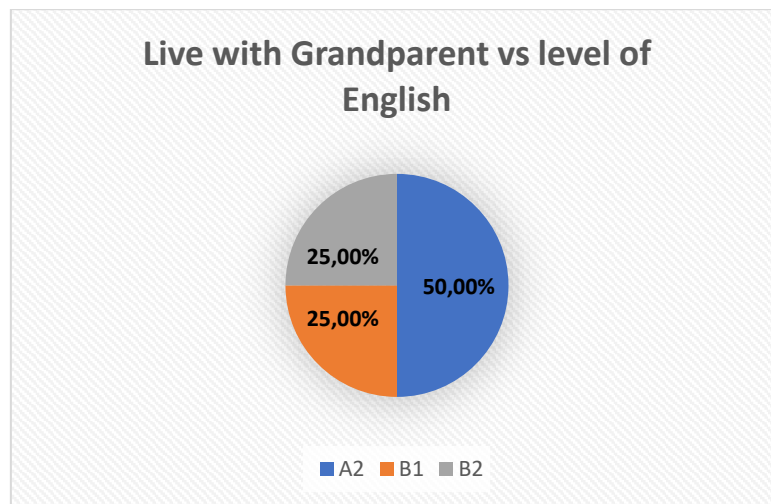
3.5.1 *Students who live with grandparents vs level of English*

Table 3 *Students who live with grandparents vs level of English*

Students who live with grandparents vs level of English	
A2	2
B1	1
B2	1
	4

Note: The total number of students who live with their grandparents vs their level of English respectively.

Figure 5 *Students who live with the grandparent vs level of English*



Note: Students who live with the grandparent vs level of English

In figure 5, you can see that the 50% of students have an A2 level of English, the 25% of them, have a B1 level and the other 25% have an B2 level of English.

This figure means that all the students who live with their grandparents have a language proficiency level of A2, which is low compared to the percentage of B1 of students who live with their parents, which we can relate to the fact that students who live with their grandparents must dedicate special time to caring for them and that many times they have to take care of the home themselves since their grandparents are not in a hundred percent condition to take care of everything, which takes time away from the students and affects their level of English medium low.

3.6 Chart 5

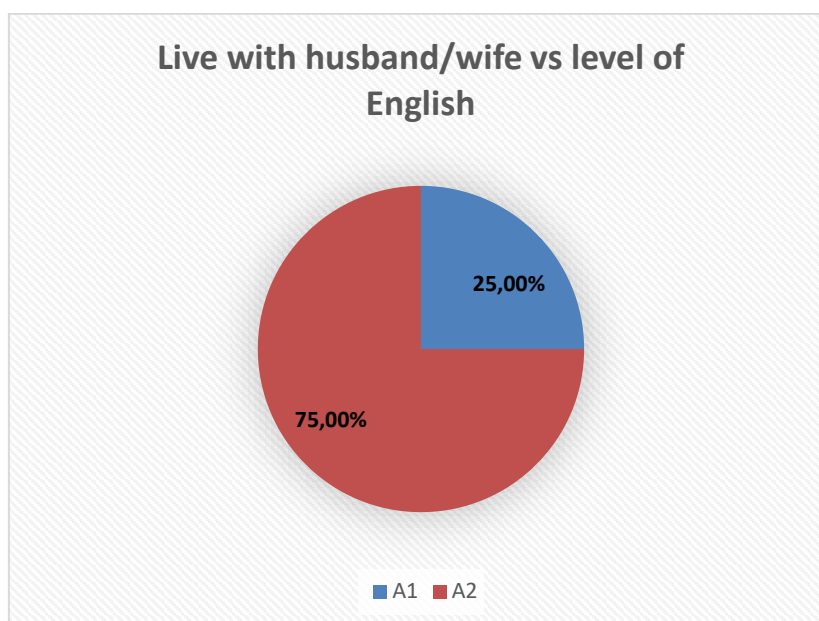
3.7 Students who live with his/her husband/wife

Table 4 Students who live with his/her husband/wife

Students who live with his/her husband/wife	
A1	1
A2	3
	4

Note: The chart shows the total number of married students who live with his/her husband/ wife.

Figure 6 Students who live with husband/wife vs level of English



Note: Students who live with husband/wife vs level of English
Elaborated by: Authors

The figure 6, shows that the 75% of students who are marriage, have an A2 level of English, and the other 25% of them, have an A1 level. This figure means that all the students who live with husband or wife have a medium low English level, and this can be related with the fact that living by themselves is quite difficult specially at the beginning because not all students who live with their couples have their own house, so they have to live paying rent. Therefore, these students that have to cover different needs and be in charge of their homes have not much time to study or participate in extra academic activities and this results in a A2 English level.

3.8 Chart 6

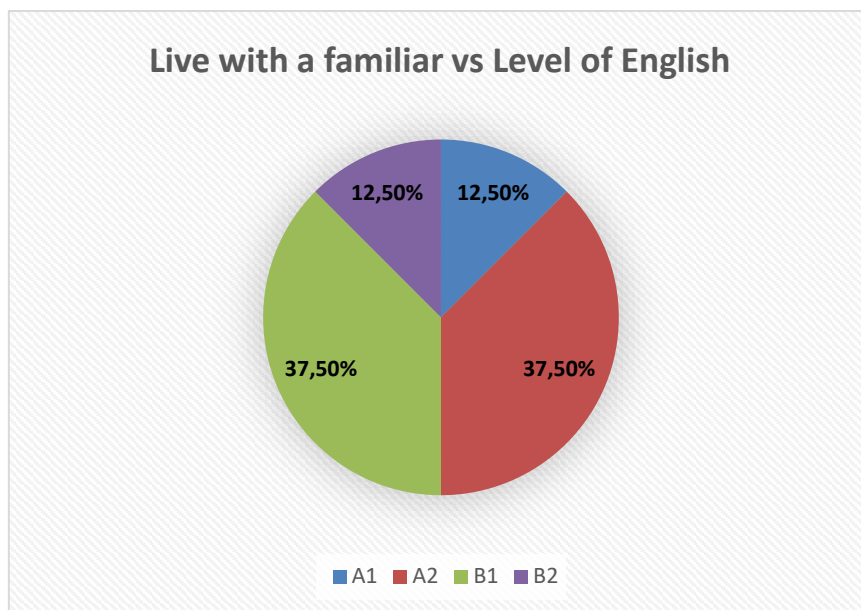
3.8.1 Students who live with a familiar vs level of English

Table 5 Familiar

Familiar	
A1	1
A2	3
B1	3
B2	1
	8

Note: The chart shows the number of students who live with a familiar vs their level of English

Figure 7 Students who live with a familiar vs level of English



Note: Students who live with a familiar vs level of English

According to the figure we can infer that students that participated in this investigation, specially the ones who live with a familiar are more likely to share responsibilities of home chores the same that in a relationship between time and activities, the time divided for two or three will leave extra free time for the students to accomplish their academic responsibilities of the different subjects in order to improve their English level.

3.9 Chart 7

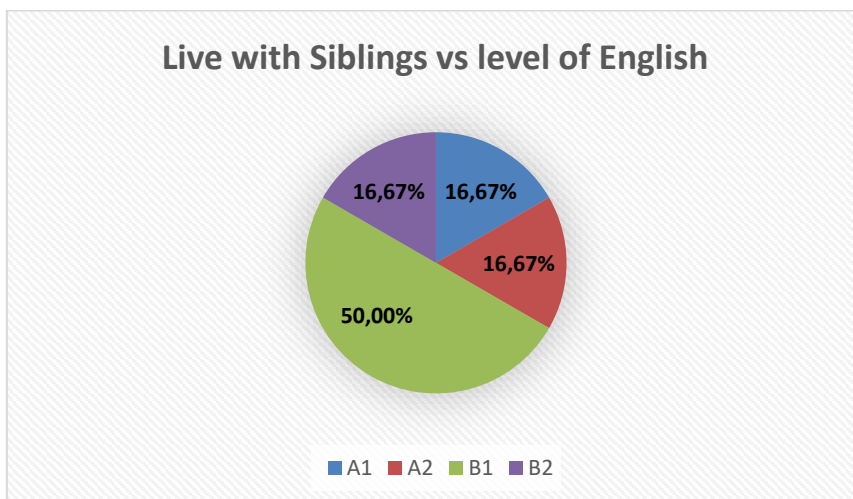
3.9.1 Students who live with their siblings vs level of English

Table 6 The chart shows the number of students who live only with siblings vs the level of English.

Students who live with their siblings vs level of English	
A1	1
A2	1
B1	3
B2	1
	6

Note: The chart shows the number of students who live only with siblings vs the level of English.

Figure 8 Students who live with siblings vs level of English



Note: Students who live with siblings vs level of English

In the figure number 8 of the results of those students who live with their siblings, the 50% have a B1 level of English, the other three parts, corresponding to 16.67% of students each, have an English level of A1, A2 and B2 respectively. This figure can be compared with the distribution of responsibility of people chores in a family because the time people spent on doing home chores is considered aprox 30 % of the time spent in a day, so if the chores time is divided between sibling, students that live with them will have more time to study and prepare for their professional life that in this case includes having a good English.

3.10 Chart 8

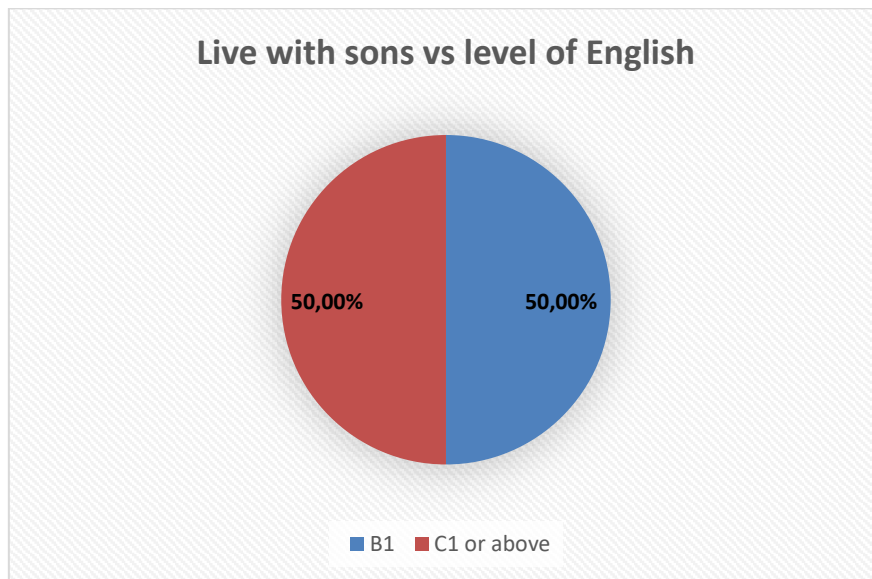
3.10.1 Students who live with their sons vs the level of English

Table 7 Students who live with their sons vs the level of English

Students who live with their sons vs the level of English	
B1	1
C1 or above	1
	2

Note: The chart shows the number of students who live with their kids vs their level of English.

Figure 9 Students who live with sons vs level of English



Note: Students who live with sons vs level of English

In figure 9, according to some spcichologist people who have children and study became more responsible with their studies, but it depends on the number of children they have because the more children the less time and the less success on their studies, in this case people who live with their children have a medium and high English level.

3.11 Chart 9

3.11.1 Students who live with their father vs level of English

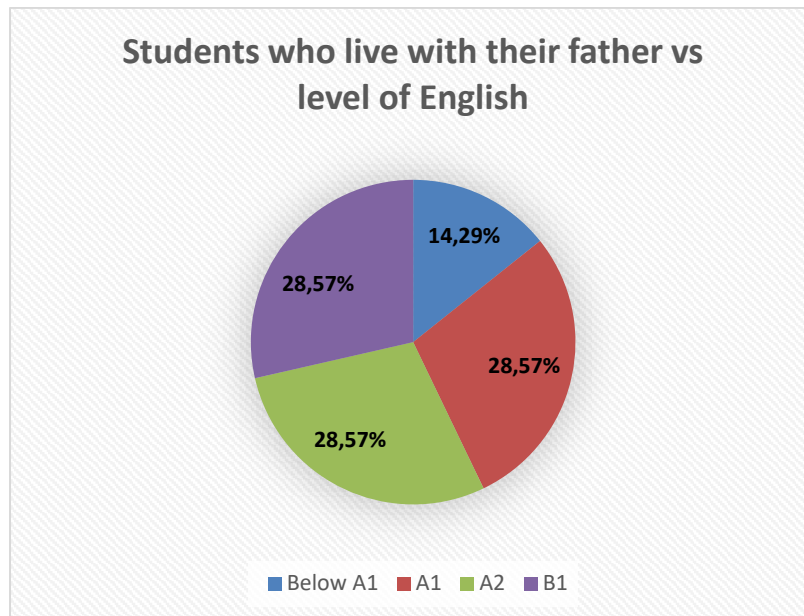
Table 8 Students who live with their father vs level of English

Students who live with their father vs level of English	
---	--

Below A1	1
A1	2
A2	2
B1	2
	7

Note: The chart shows the results about students who live only with the father vs their level of English.

Figure 10 Students who live with the father vs level of English



Note: Students who live with the father vs level of English
Elaborated by: Authors

In figure 10, about students who live with the father only, there are three equal values with respect to those who have level A1, A2 and B1 level of English, with a percentage equivalent to 28,57% respectively. In the other hand, only the 14,29% of the remaining have a Below A1 level of English. This chart marks the fact that students who live in monoparental environments can have some lack of resources and opportunities, specially when the number of siblings is high, but it can also turn in a positive way because people who rise just with a paternal figure, they can become more responsible and independent of themselves, and this can lead to a medium or high level of English.

3.12 Chart 10

3.12.1 Students who live alone

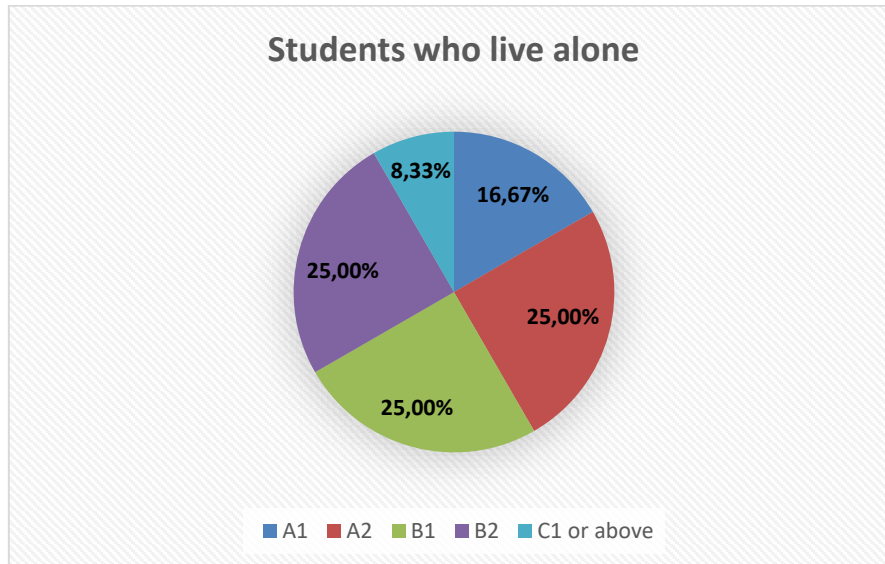
Table 9 Students who live alone

Students who live alone	
A1	2
A2	3
B1	3

B2	3
C1 or above	1
	12

Note: The chart shows the results about students who live alone vs their level of English.

Figure 11 Students who live alone vs level of English



Note: Students who live alone vs level of English

In figure 11, about this chart we can infer that the students who live by themselves can have different English levels depending on their motivation and responsibility they have to be the protagonists of their academical preparation. As it's well marked on the figure the different percentages vary depending on different factors apart from the socioeconomic.

3.13 Chart 11

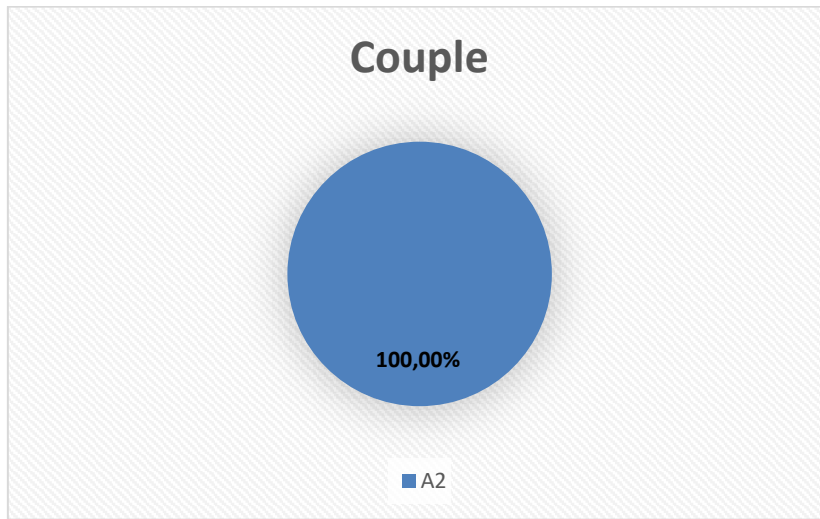
3.13.1 Students who live with his/her couple

Table 10 Students who live with his/her couple

Students who live with his/her couple	
A2	1

Note: The chart shows the results about students who live with his/her couple vs their level of English.

Figure 12 Students who live his/her couple vs level of English



Note: Students who live his/her couple vs level of English

This is an exceptional case in which is not possible to infer or interpret the results because the level of English of this individual can be a coincidence if we compare with the relation between time and academical responsibilities.

3.14 Chart 12

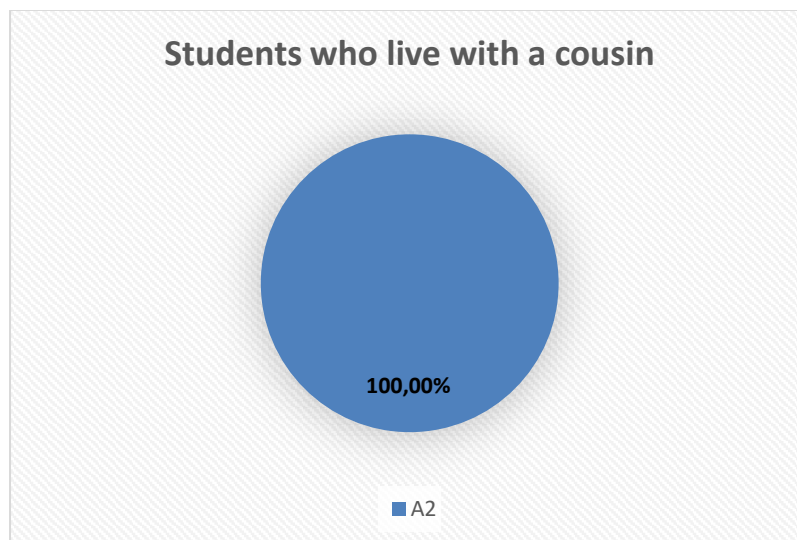
3.14.1 Students who live with a cousin

Table 11 Students who live with a cousin

Students who live with a cousin	
A2	1

Note: The chart shows the results about students who live with a cousin vs their level of English

Figure 13 Students who live with a cousin vs level of English



Note: This chart shows Students who live with a cousin vs level of English

This is an exceptional case in which is not possible to infer or interpret the results because the level of English of this individual can be a coincidence if we compare with the relation between time and academical responsibilities.

3.15 Chart 13

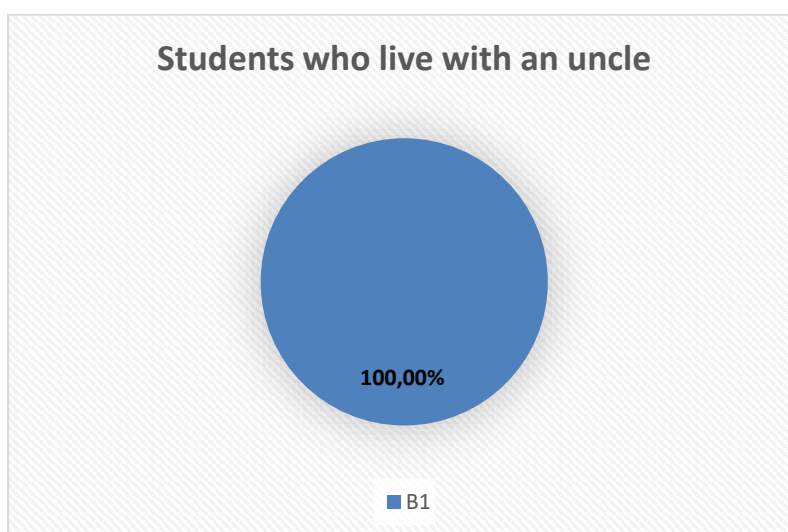
3.15.1 Students who live with an uncle

Table 12 Students who live with an uncle

Students who live with an uncle	
B1	1

Note: The chart shows the results about students who live with an uncle or cousin vs their level of English

Figure 14 Students who live with an uncle vs level of English



Note: Students who live with an uncle vs level of English

In figure 14, about students who live with an uncle, there is only one who represents de 100% with an A2 level of English. This is an exceptional case in which is not possible

to analyse the results because the level of English of this individual can be just a coincidence in comparison with the relation between time and academical responsibilities to master the target language

3.16 Chart 14

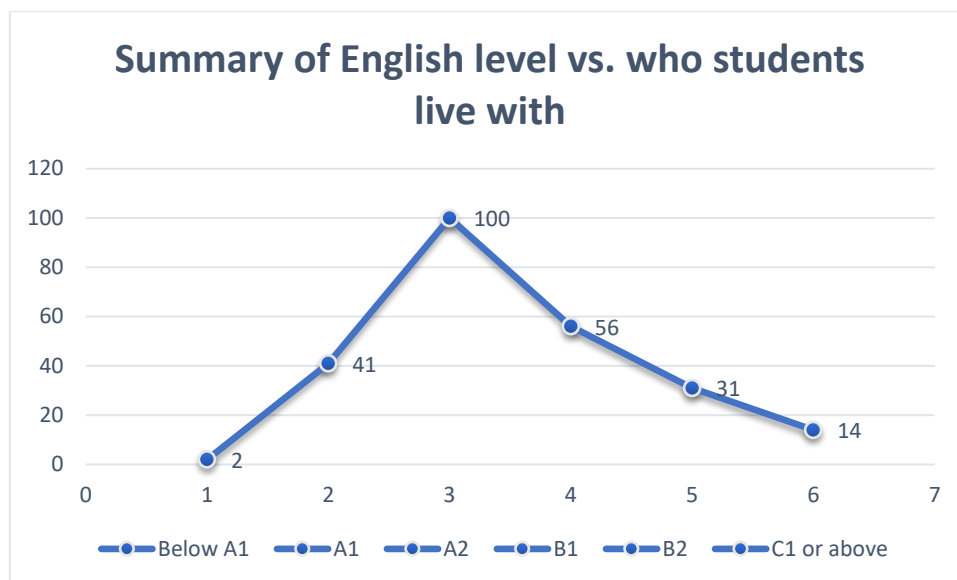
3.16.1 Summary of English level vs who students live with

Table 13 Students who live with vs level of English

Students who live with vs level of English		
LEVEL OF ENGLISH	TOTAL	%
Below A1	2	0,82
A1	41	16,80
A2	100	40,98
B1	56	22,95
B2	31	12,70
C1 or above	14	5,74
	244	100

Note: The chart shows the results about the parameter “Who live with” vs The English Level.

Figure 15 Summary of English level vs who students live with



Note: Summary of English level vs who students live with

In figure 15, shows the final results about the factor “who students live with” vs their “level of English”. As it is appreciated in the picture, the predominant level is the A2, which represents the 40, 98 % of the whole students of English major at Universidad Técnica del Norte. This result shows that, regardless of who the student lives with, an average level of English predominates in the career, which suggests that this social factor

of “who the student lives with”, it is not a determinant factor on English language level, either positively or negatively.

3.17 REGARDING WITH TYPE OF DWELLING

3.18 Chart 16

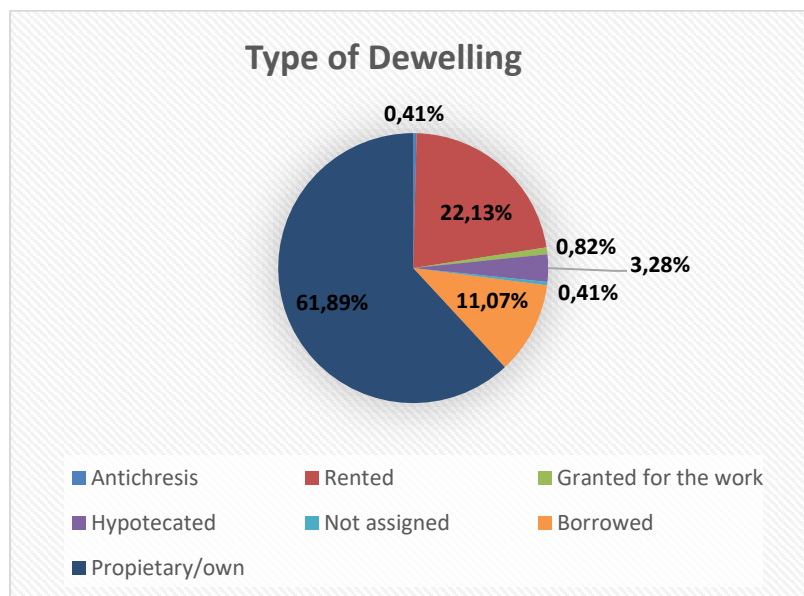
3.18.1 Type of housing they own vs. level of English

Table 14 Type of housing they own vs. level of English

Type of housing they own vs. level of English	
Antichresis	1
Rented	54
Granted for the work	2
Hypothecated	8
Not assigned	1
Borrowed	27
Proprietary/own	151
	244

Note: The chart shows the results of the type of housing owned by students.

Figure 16 Type of Dwelling



Note: Type of Dwelling

Figure 16, about type of Dwelling, the picture shows that the 61,89% of students have their own home, the 22,13% have a rented home, the 11,07% have a borrowed one, the 3,28% of them live in a hypothecated one, the 0,82%, live in a home granted for the

work, the 0.41% of them, live in an antichresis home and the other 0,41%, have an unspecified type of housing. Comparing the type of housing of the students with their English level is not a predominant factor, in other words, it has not directly effect on students learning in most of the types of housing but when it comes to rented housing there may be a little percentage of students that can have an extra monthly bill to cover, this can mean that socioeconomic factors can interfere in their academical performance because a lack of economy solvency at home can be reflected in the fact that some students won't afford to buy different materials needed, such as: books, notebooks, or pay for semminars that are typical to happen at University.

3.19 Chart 17

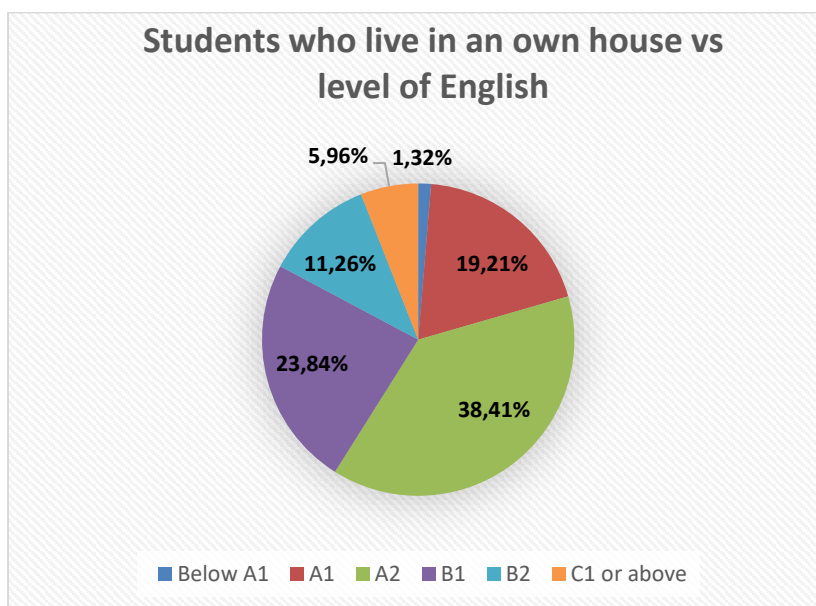
3.19.1 Students who live in an own house vs level of English

Table 157 Students who live in an own house vs level of English

Students who live in an own house vs level of English	
Below A1	2
A1	29
A2	58
B1	36
B2	17
C1 or above	9
	151

Note: The chart shows the results of students who live in an own home vs their level of English.

Figure 17 Students who live in an own house vs level of English



Note: Students who live in an own house vs level of English

As is reflected on the figure the students who live on their own house have very different English levels and the majority are in lower levels. Therefore, living on a proper house is not a determinant factor that can influence the academical performance of the students nor their English skills and motivation to learn and improve the target language.

3.20 Chart 18

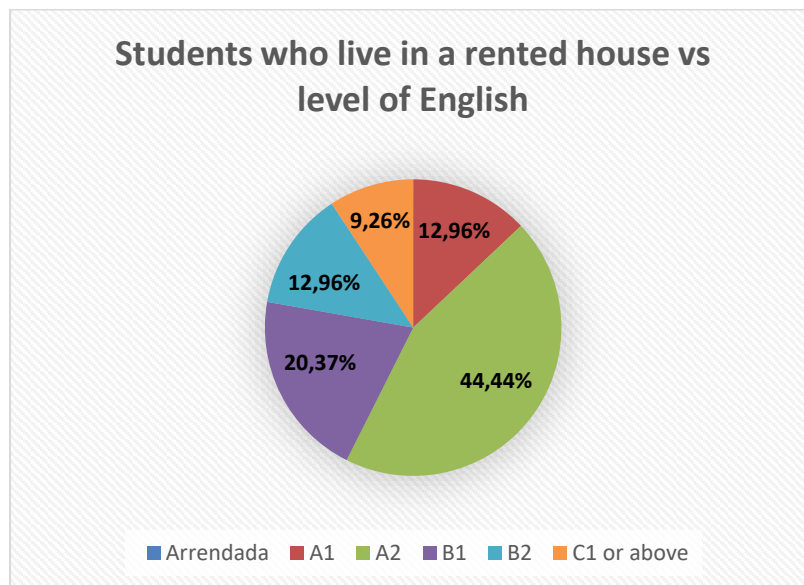
3.20.1 Students who live in a rented house vs level of English

Table 16 Students who live in a rented house vs level of English

Students who live in a rented house vs level of English	
A1	7
A2	24
B1	11
B2	7
C1 or above	5
	54

Note: The chart shows the results of students who live in a rented home vs their level of English.

Figure 18 Students who live in a rented house vs level of English



Note: Students who live in a rented house vs level of English

As is represented on the figure there is a well marked difference between high and low levels of English performance and this can be interpreted with the relation that exist in comparing the monthly income with the monthly bills, including rent because students that live on rented houses are more likely to cannot afford all the things that are involved in their education process.

3.21 Chart 19

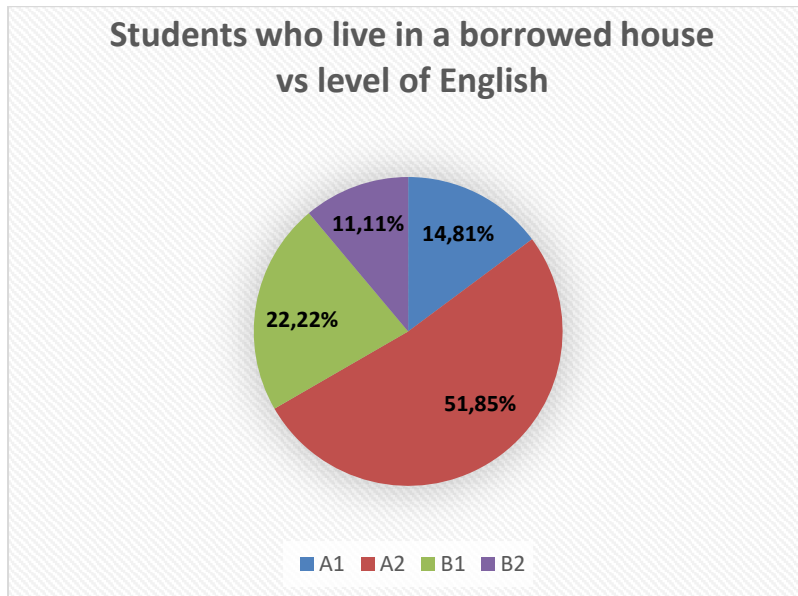
3.21.1 Students who live in a borrowed house vs level of English

Table 179 Students who live in a borrowed house vs level of English

Students who live in a borrowed house vs level of English	
A1	4
A2	14
B1	6
B2	3
	27

Note: The chart shows the results of students who live in a borrowed home vs their level of English

Figure 19 Students who live in a borrowed house vs level of English



Note: Students who live in a borrowed house vs level of English

Students who live in a borrowed house data cannot have a direct effect on students' English level of performance because in the majority of the cases they don't have to pay rent but there's a few numbers of students who pay rent despite the fact the house where they live is borrowed. Furthermore, the less the monthly bills are, the more the students are likely to acquire every material needed to develop a regular learning process.

3.22 Chart 20

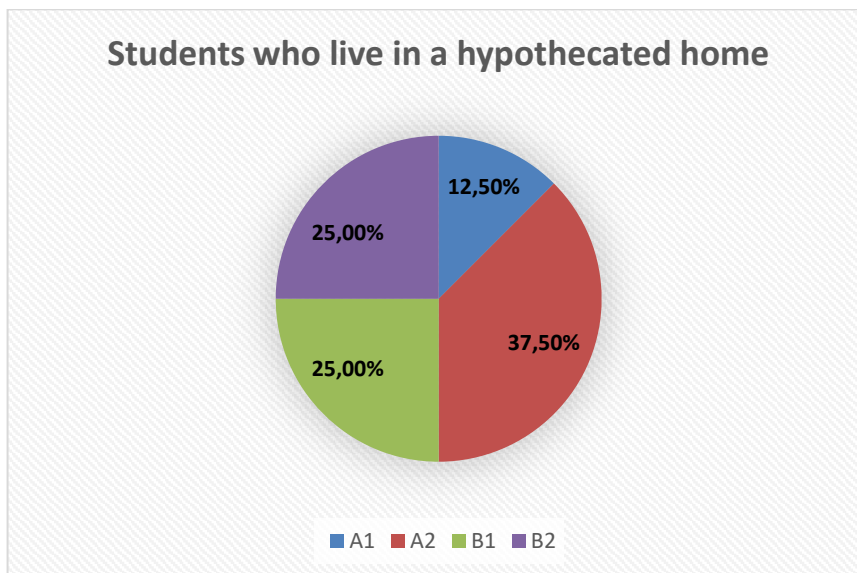
3.22.1 Students who live in a hypothecated home

Table 18 Students who live in a hypothecated home

Students who live in a hypothecated home	
A1	1
A2	3
B1	2
B2	2
	8

Note: The chart shows the results of students who live in a hypothecated home vs their level of English.

Figure 20 Students who live in a hypothecated house vs level of English



Note: Students who live in a hypothecated house vs level of English

Students who live in a hypothecated home present different percentages and levels of English mastery, almost a half of them are in a medium high level and the other half are in a medium low English level, this means that the variable in question is not decisive as it is related to the level of English of the students. Although some students may have economic problems due to mortgage payments, their English levels are not affected and on the other hand with students whose levels are medium to low, the mortgage may influence a small number of students, but it is not shows such a marked difference.

3.23 Chart 21

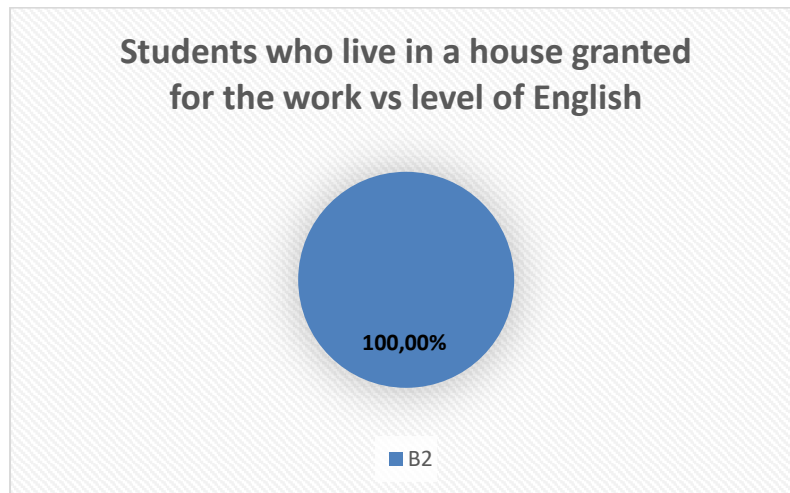
3.23.1 Students who live in a house granted for the work vs level of English

Table 19 Students who live in a house granted for the work vs level of English

Students who live in a house granted for the work vs level of English	
B2	2
	2

Note: The chart shows the results of students who live in a home granted for the work vs their level of English.

Figure 21 Students who live in a house granted for the work vs level of English



Note: Students who live in house granted for the work vs level of English

In figure 21, as you can see, there is only two students which represents the 100% of those who live in a house granted for the work with a B2 level of English. Living in a granted house is not a determining factor that has a relevant impact on the development of the learning processes and command of the English language of the students, since only two students are in this housing situation, for which their level of English that although it is high, it may be a coincidence since there may be other more relevant factors that directly affect the command of the English language in these students.

3.24 Chart 22

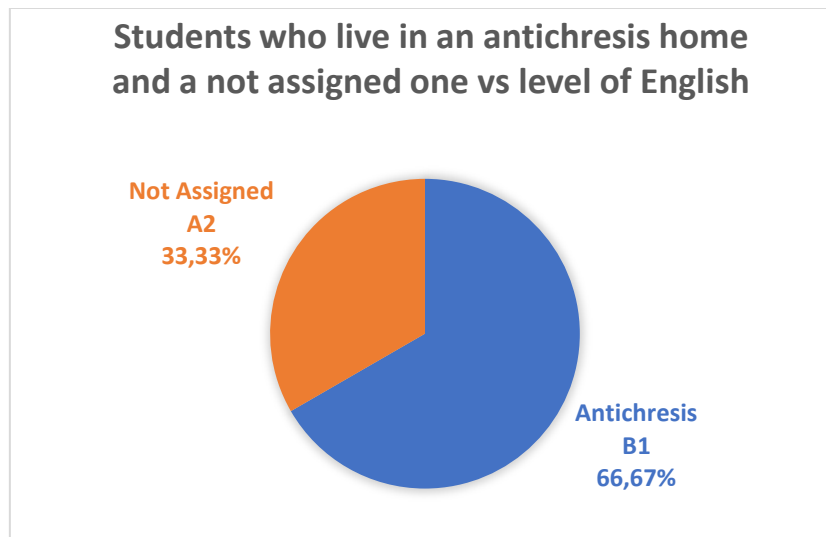
3.24.1 *Students who live in an antichresis home and a not assigned one vs level of English*

Table 20 *Students who live in an antichresis home and a not assigned one vs level of English*

Students who live in an antichresis home and a not assigned one vs level of English		
Antichresis	B1	2
Not Assigned	A2	1
		3

Note: The chart shows the results of students who live in an antichresis and not assigned home vs their level of English.

Figure 22 *Students who live in an antichresis home and a not assigned one vs level of English*



Note: Students who live in an antichresis and not assigned home vs their level of English

The data presented on this figure does not have much relevance in the comparison with the level of English of the students because there are only two students who live in this type of house due to antichresis, which implies that the level of English of these students It does not depend on the socioeconomic factor only, but there are several factors that can intervene.

3.25 Chart 23

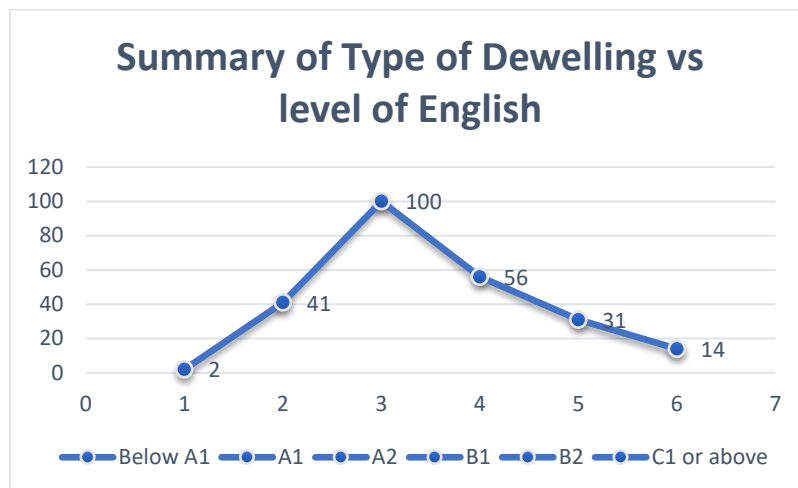
3.25.1 Summary Type of Dwelling vs level of English

Table 21 Summary Type of Dwelling vs level of English

Summary Type of Dwelling vs level of English		
LEVEL OF ENGLISH	TOTAL	%
Below A1	2	0,82
A1	41	16,80
A2	100	40,98
B1	56	22,95
B2	31	12,70
C1 or above	14	5,74
	244	100,00

Note: The chart shows the summary about type of Dwelling vs level of English in the English major at UTN.

Figure 23 Summary Type of Dwelling vs level of English



Note: Summary of English level vs who students live with

The figure 23, shows the final results about the factor "type of Dwelling" vs their "level of English". As it is appreciated in the picture, the predominant level is the A2, which represents the 40,98% of the whole students of English major at Universidad Técnica del Norte. It can be deduced that owning one's own home or not is not a determining factor for the student at the moment of acquiring a second language because the levels are completely different among the students who live in this kind of housing.

3.26 REGARDING WITH TYPE OF FINANCING OF STUDIES

3.27 Chart 24

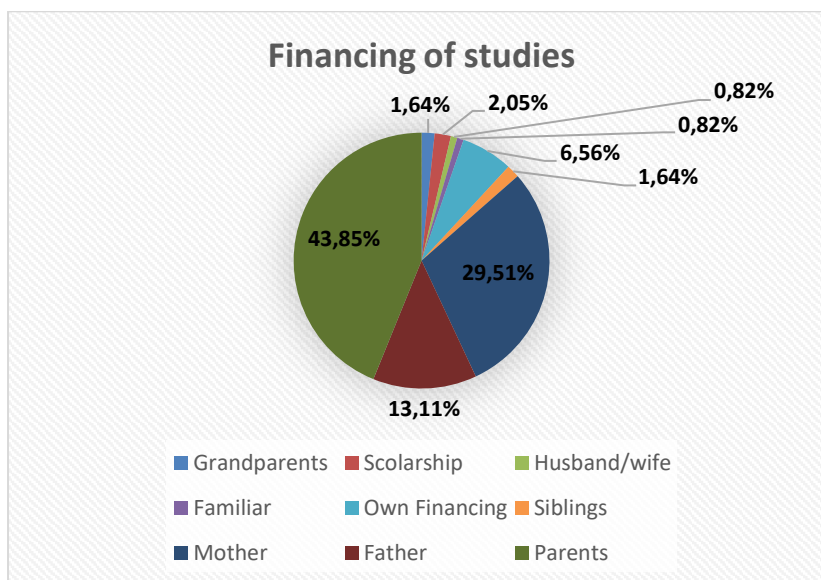
3.27.1 Financing of studies

Table 22 Financing of studies

Financing of studies	
Grandparents	4
Scholarship	5
Husband/wife	2
Familiar	2
Own Financing	16
Siblings	4
Mother	72
Father	32
Parents	107
	244

Note: The chart shows the financing of English major students' studies.

Figure 24 Financing of studies



Note: Financing of students' studies.

The figure 24, as it is appreciated, the 43,85% of students' studies, are financing by their parents. The 29,51% belong to the ones financing by their mother only. The 13,11% belong to the group financing by their father. The 6,56% of students are financing by themselves. The 2,05% represents those students who are financing by a scholarship. There are two groups with 1,64%, one belongs to the group financing by their grandparents and the another, to the ones financing by their siblings. Also, two groups

with 0,82%, one belongs to studies financing by his/her husband/wife and another one, by a familiar.

The relationship that exists between the financing of the education of the students who participated in the data collection is very important to take into account because it is through this data that it is possible to analyze if there is an economic deficiency or lack that makes the students They cannot access all the necessary materials and resources to carry out their learning processes in an ideal way, so the greater number of students lives and depends on their parents, which should represent a moderately high level of English for these students. However, the socioeconomic level is not the only factor that triggers the problem in question because there may be different factors within the process.

3.28 Chart 25

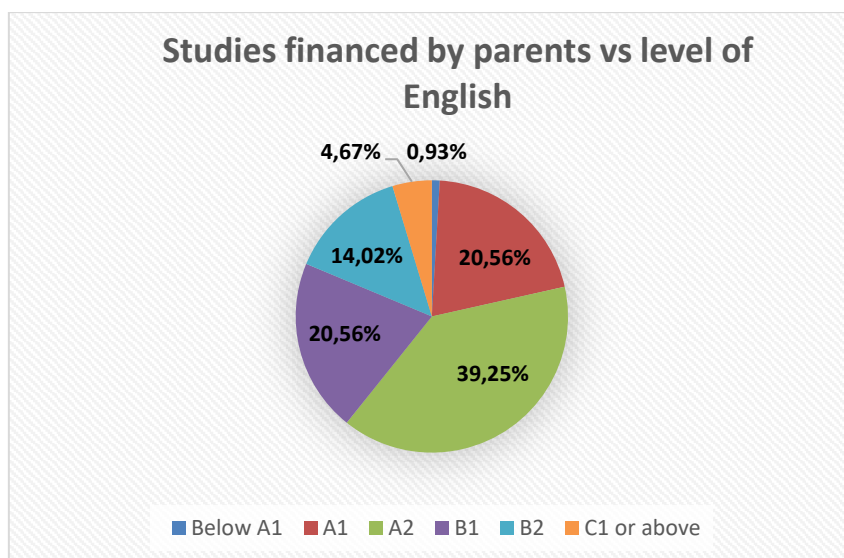
3.28.1 *Studies financed by parents vs level of English*

Table 23 Studies financed by parents

Studies financed by parents	
Below A1	1
A1	22
A2	42
B1	22
B2	15
C1 or above	5
	107

Note: The chart shows the students' studies financed by their parents vs level of English.

Figure 25 Studies financed by parents



Note: The chart shows the students' studies financed by their parents vs level of English.

Figure 25 is very important because it shows the determining tendency to compare the level of English of the students with the people who finance their studies, so that most of the students who are financed by their parents have a level of English below which implies that monthly income is not a main determining factor in the research problem. However, there is a considerable number of students who have a higher level of English than the others and who obviously live with their parents.

3.29 Chart 26

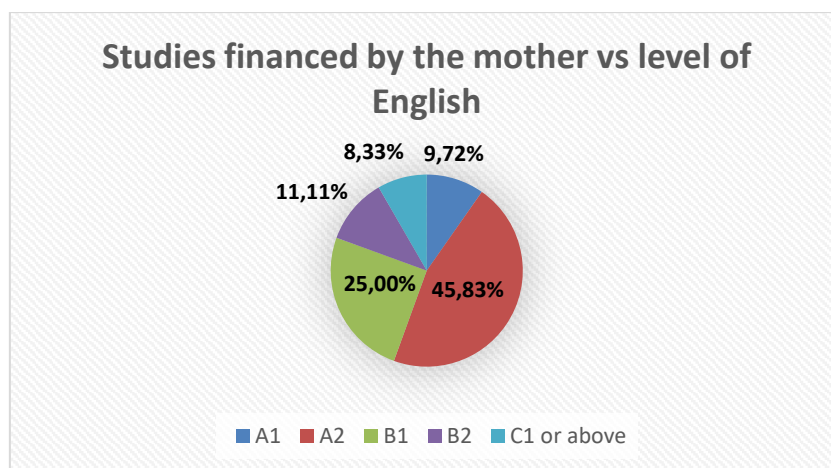
3.29.1 Studies financed by the mother vs level of English

Table 24 Studies financed by the mother vs level of English

Studies financed by the mother vs level of English	
A1	7
A2	33
B1	18
B2	8
C1 or above	6
	72

Note: The chart shows the students' studies financed by their mother vs level of English.

Figure 26 Studies financed by the mother vs level of English



Note: The chart shows the students' studies financed by their mother vs level of English.

The figure 26, shows the results about the percentage of English major students respect to the students' level of English. As it is appreciated, the 39,25% correspond to the biggest group with an A2 level. Followed by two groups with a 20,56%, with an A1 and B1 level, respectively. The 14,02%, belongs to the B2 level, the 4,67% to the C1 or above level and only the 0,93% of students are under the A1 level of English. The financing of single-parent studies has a certain impact on the academic level and language proficiency of the students because expenses can be incurred that prevent all the needs of the students from being covered, which can have negative repercussions in their learning and qualifications, so it is important to understand how socioeconomic factors affect daily life.

3.30 Chart 27

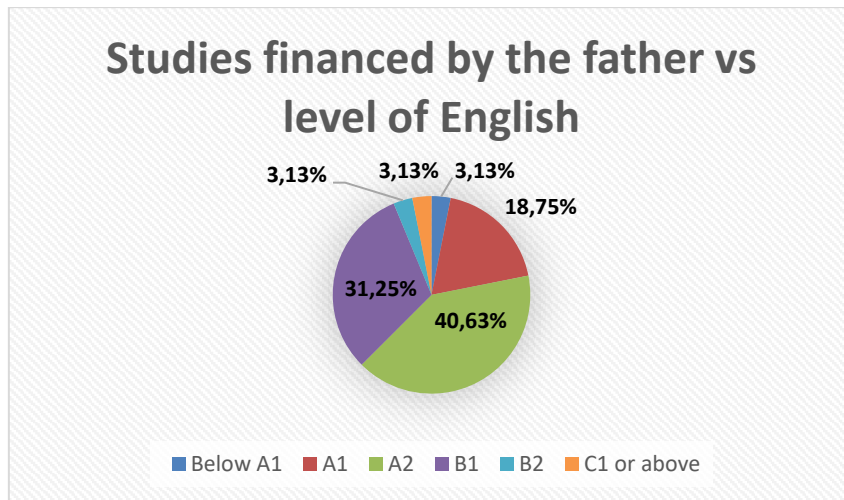
3.30.1 Studies financed by the father vs level of English

Table 25 Studies financed by the father vs level of English

Studies financed by the father vs level of English	
Below A1	1
A1	6
A2	13
B1	10
B2	1
C1 or above	1
	32

Note: The chart shows the students' studies financed by their father vs level of English.

Figure 27 Studies financed by the father vs level of English



Note: The chart shows the students' studies financed by their father vs level of English.

The financing of single-parent studies has a certain impact on the academic level and language proficiency of the students because expenses can be incurred that prevent all the needs of the students from being covered, which can have negative repercussions in their learning and qualifications, so it is important to understand how socioeconomic factors affect daily life.

3.31 Chart 28

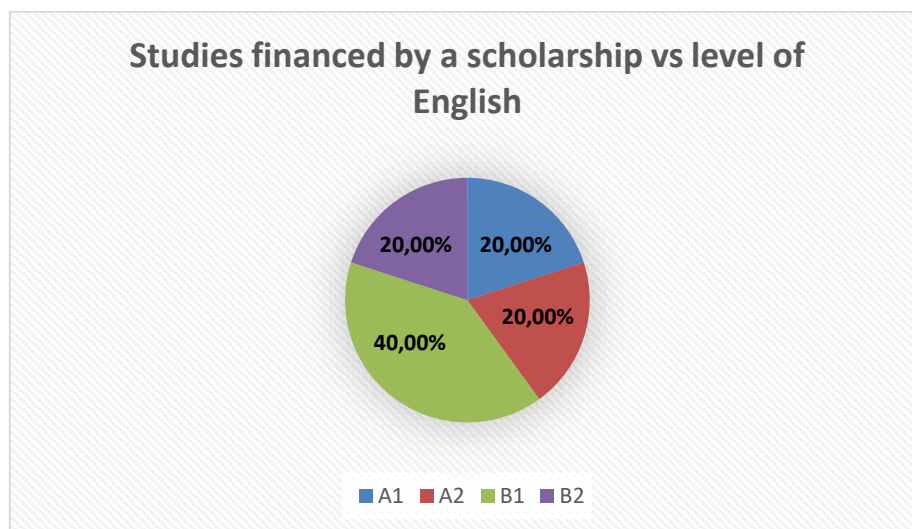
3.31.1 Studies financed by a scholarship vs level of English

Table 26 Studies financed by a scholarship vs level of English

Studies financed by a scholarship vs level of English	
A1	1
A2	1
B1	2
B2	1
	5

Note: The chart shows the students' studies financed by a scholarship vs level of English

Figure 28 Studies financed by a scholarship vs level of English



Note: The chart shows the students`studies financed by a scholarship vs level of English

Students who have access to a scholarship are more likely to be more responsible with their studies to meet the requirements of the different types of scholarships to which they may or may not be creditors so if the type of scholarship is academic students must maintain a high average in the subjects of the curriculum of the career which is shown in the graph above where 40% is the vast majority, therefore the scholarship factor is quite relevant in the learning and strengthening of English.

3.32 Chart 29

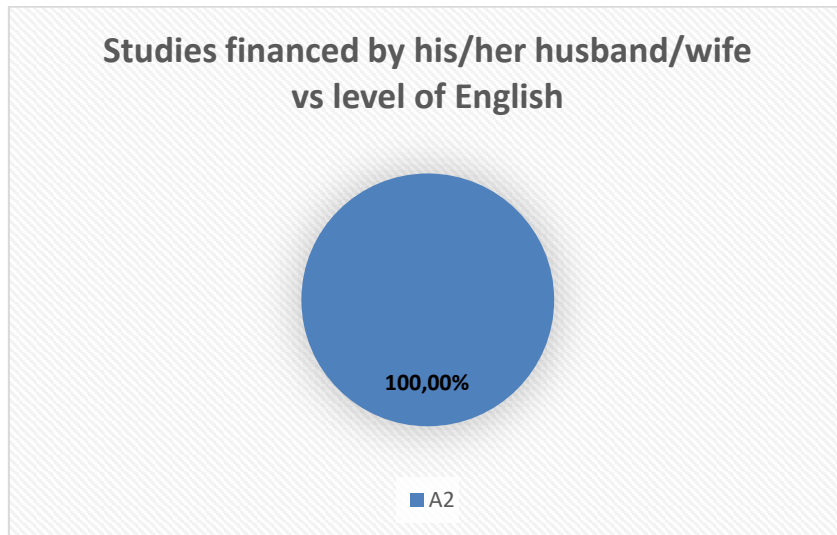
3.32.1 *Studies financed by his/her husband/wife vs level of English*

Table 27 Studies financed by his/her husband/wife vs level of English

Studies financed by his/her husband/wife vs level of English	
A2	2

Note: The chart shows the students`studies financed by his/her husband/ vs level of English

Figure 29 Studies financed by his/her husband/wife vs level of English



Note: The chart shows the students`studies financed by his/her husband/ vs level of English

In the figure 29, the results show that only two students, who represents the 100% of students who finance their studies by his/her husband/wife, have an A2 level of English. In the case of financing the studies by the husband or wife, it is quite complicated to analyze since the low level of language proficiency may be a coincidence because the number of individuals that meet the variable in question is two people, so it cannot be taken as a determining factor.

3.33 Chart 30

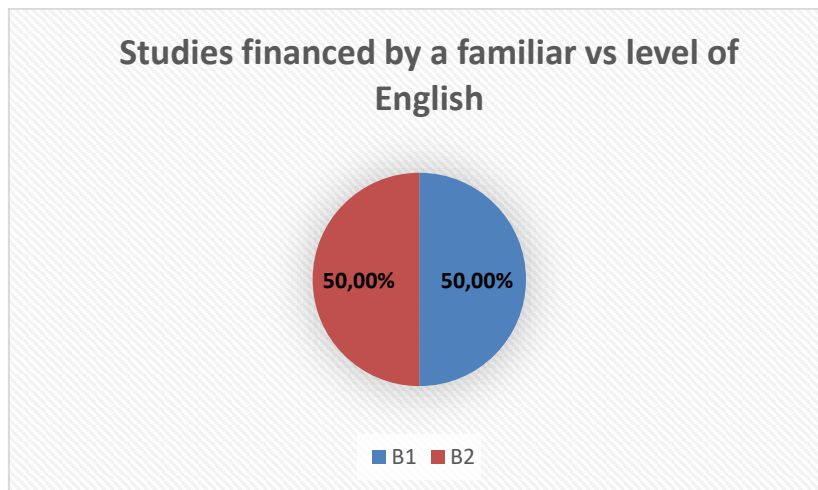
3.33.1 Studies financed by a familiar vs level of English

Table 28 Studies financed by a familiar vs level of English

Studies financed by a familiar vs level of English	
B1	1
B2	1
	2

Note: The chart shows the students`studies financed a familair vs level of English

Figure 30 Studies financed by a familiar vs level of English



Note: The chart shows the students`studies financed a familair vs level of English

The figure 30, shows that there are two students, where one`s studies are financed by a familiar with a B1 level of English, and another one, with a B2 level of English. In the case of students whose studies are financed by a family member, it is not a determining factor that complies with the proposed hypothesis, since the individuals who comply with this provision are only two students, who show different levels of mastery of the target language, which makes it practically impossible to analyze as a predominant factor that can provide some indication of a relationship between the main variables of socioeconomic factors and level of English.

3.34 Chart 31

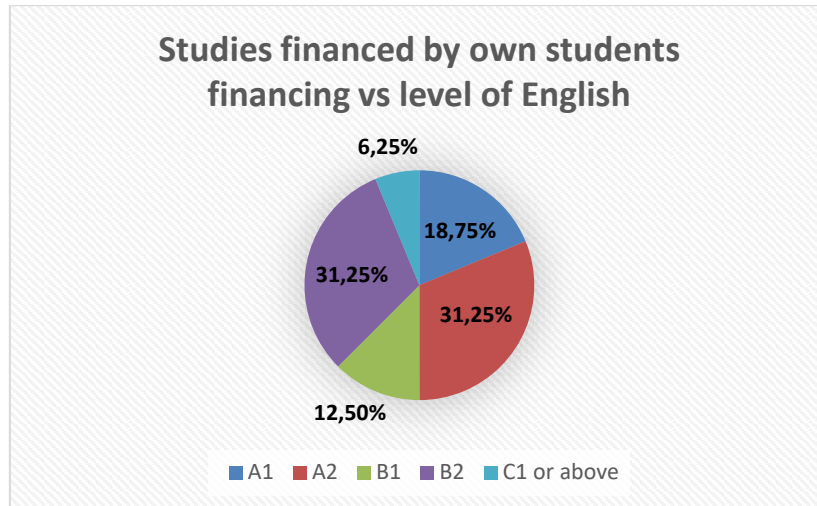
3.34.1 Studies financed by own students financing vs level of English

Table 29 Studies financed by own students financing vs level of English

Studies financed by own students financing vs level of English	
A1	3
A2	5
B1	2
B2	5
C1 or above	1
	16

Note: Studies financed by own students financing.

Figure 31 Studies financed by own students financing vs level o English



Note: Studies financed by own students financing vs level o English.

In the figure 31, as it is appreciated, there are two big groups with a 31,25% of students who finance their studies by themselves each, who have an A2 and B2 level of English. The follow group with an 18,75% of students, have an A1 level, and the last group with an 6,25%, have a C1 or above level of English. Taking responsibility for their own lives is a very pertinent way to encourage personal care for students who live on their own, which can also be reflected in their academic results and in this case in English proficiency. In other words, taking responsibility for oneself allows individuals to act in a more conscientious and timely manner, for which the results are reflected in a medium-high level of language proficiency.

3.35 Chart 32

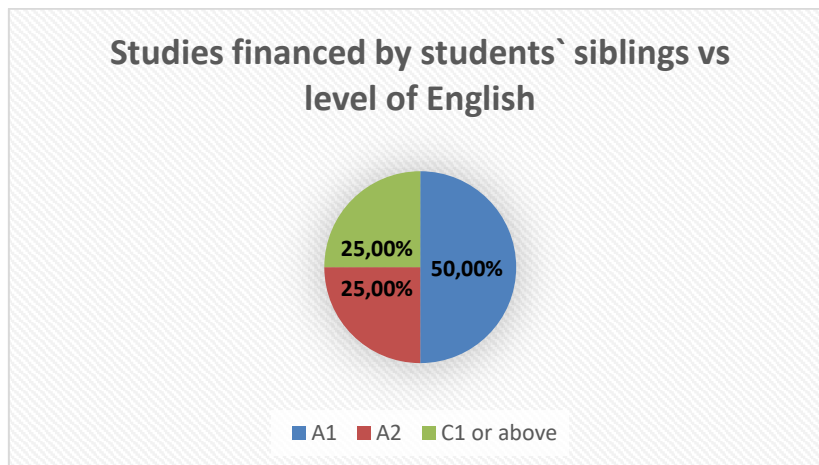
3.35.1 Studies financed by students` siblings vs level of English

Table 30 Studies financed by students` siblings vs level of English

Studies financed by students` siblings vs level of English	
A1	2
A2	1
C1 or above	1
	4

Note: Studies financed by students` siblings vs level of English

Figure 32 Studies financed by students` siblings vs level of English



Note: Studies financed by students` siblings vs level of English

In the figure 32, the results show that the 50,00 of studies financed by siblings, the students have an A1 level of English. The remaining two groups, with a 25,00% e of students each, have an A2 level and C1 or above level respectively. The students who are financed by a sibling are a total of 4 individuals from which it can be inferred that there is a fairly high difference, so it cannot be taken as a predominant factor in the actions of the students in relation to their academic life and professional training as future teachers of English.

3.36 Chart 33

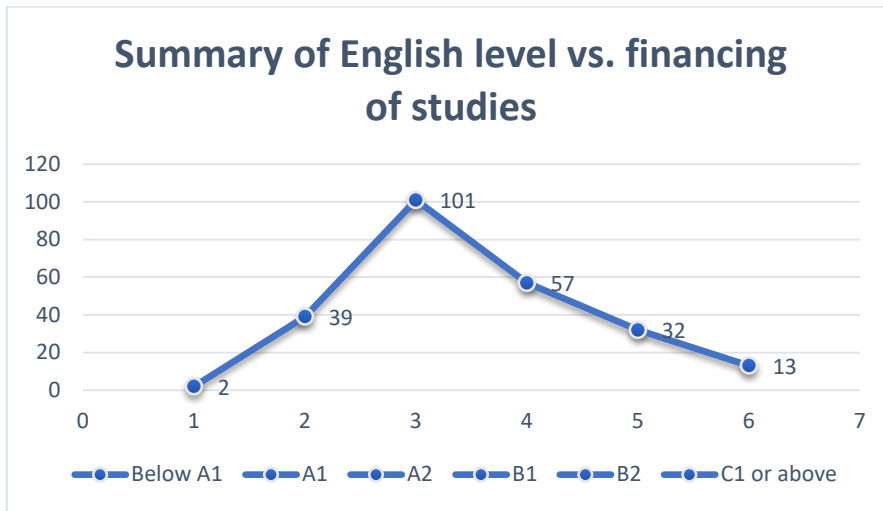
3.36.1 Summary of financing of studies vs level of English

Table 31 Summary of Financing of studies vs level of English

Summary of Financing of studies vs level of English		
LEVEL OF ENGLISH	TOTAL	%
Below A1	2	0,82
A1	39	15,98
A2	101	41,39
B1	57	23,36
B2	32	13,11
C1 or above	13	5,33
	244	100,00

Note: vs level of English

Figure 33 Summary of Financing of studies vs level of English



Note: Summary of financing of studies vs level of English

The figure 33, shows the final results about the factor “type of Financing” vs their “level of English”. As it can be seen, there are 101 students from English major at UTN who have an A2 level of English, a level of English proficiency again visible and predominant in the students, independent of the economic factor analyzed in the study. The followed level is the B1, with 57 students of all the career, 39 students with an A1 level, 32 students with a B2 level, 13 students with a C1 or above and only two students with a level below A1. These results show that regardless of the economic factor on the financing of studies, the student does not have a better or worse performance in their level of English, because as in the results of the analysis of social factors, the predominant level in the English career continues to be A2.

3.37 REGARDING WITH HOUSEHOLD INCOME

The income quintile is used in economics to organize the population from the lowest to the highest income in five equal parts, hence the name quintile. The first group (Q1) are the lowest income earners while the fifth group (Q5) are the representatives of the richest population. With the ENEMDU figures, a classification by income group in Ecuador can be made since the survey included a question about how much money they received for their work. (Censo, 2021)

The classification is as follows:

3.38 Chart 34

3.38.1 *Quintile Distribution in Ecuador*

Table 32 *Quintile Distribution in Ecuador*

Quintile 1	Income less than \$51.
Quintile 2	Average income of \$104.
Quintile 3	Average income of \$160
Quintile 4	Average income of \$254
Quintile 5	Income more than \$637

Note: Quintile Distribution in Ecuador
Source: INEC

In order to analyze the student's monthly family income, quintiles 1, 2 and 3 have been unified according to the range established by the ENEMDU, taking them into account as if they belonged to quintile 1 or the poor class, which ranges from \$1.00 - \$250.00 USD. This is due to the fact that the University does not categorize students based on quintiles and their socioeconomic data is not standardized according to the EMENDU table.

The analysis is as follows:

3.39 Chart 35

3.39.1 *Income quintile 1 students vs Level of English*

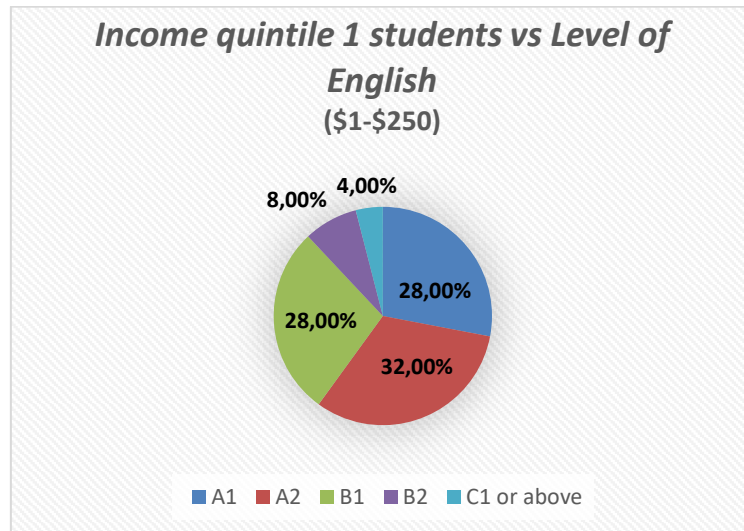
Table 33 *Income quintile 1 students vs Level of English*

Income quintile 1 students vs Level of English	
A1	7
A2	8
B1	7
B2	2
C1 or above	1
	25

Note: Income quintile 1 students vs Level of English

3.39.2 *Income quintile 1 students vs Level of English*

Figure 345 Income quintile 1 students vs Level of English



Note: Income quintile 1 students vs level of English

The figure 35, shows that there are 25 students of the major located in the quintile 1 with respect to the level of English. The 32,00% of them, it means 8 students, have an A2 level of English. Two groups of about 28,00% each, have an A1 and B1 level respectively. The 8,00% of them, have a B2 level, and the remaining group with the 4,00%, have a C1 or above level of English.

3.40 Chart 36

3.40.1 Income quintile 2 students vs Level of English

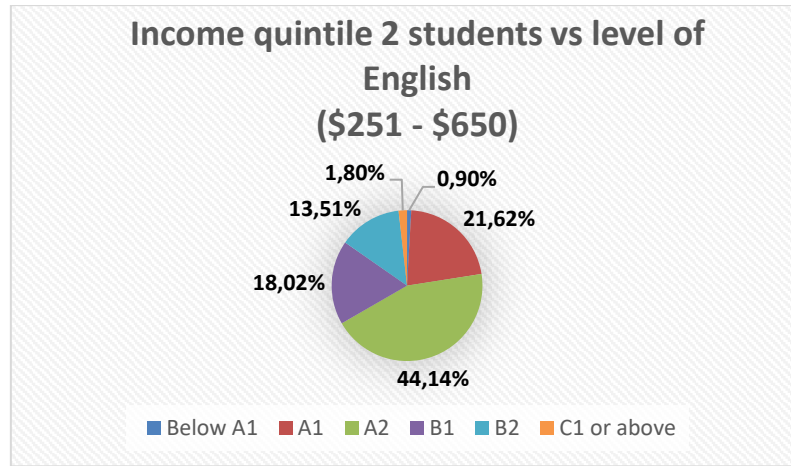
Table 34 Income quintile 21 students vs Level of English

Income quintile 2 students vs Level of English	
Below A1	1
A1	24
A2	49
B1	20
B2	15
C1 or above	2
	111

Note: Income quintile 2 students vs level of English

3.40.2 Income quintile 2 students vs Level of English

Figure 356 Income quintile 2 students vs level of English



Note: Income quintile 2 students vs level of English

The figure 36, shows that there are 111 students of the major located in the quintile 2 with respect to the level of English. The 44,14% of them, it means 49 students, have an A2 level of English. The 21,62% which corresponds to 24 students, are in A1 level, the 18,02% which means 20 students, are in B1 level, the 13,51% with 15 students, are in B2 level, the 1,80% which represents 2 students only, are in C1 or above level and the last group with 0,90% which means 1 student, is in a level below A1. As it is appreciated, once again the predominant level is the A2 of students located in the quintile 2.

3.41 Chart 37

3.41.1 Income quintile 3 students vs Level of English

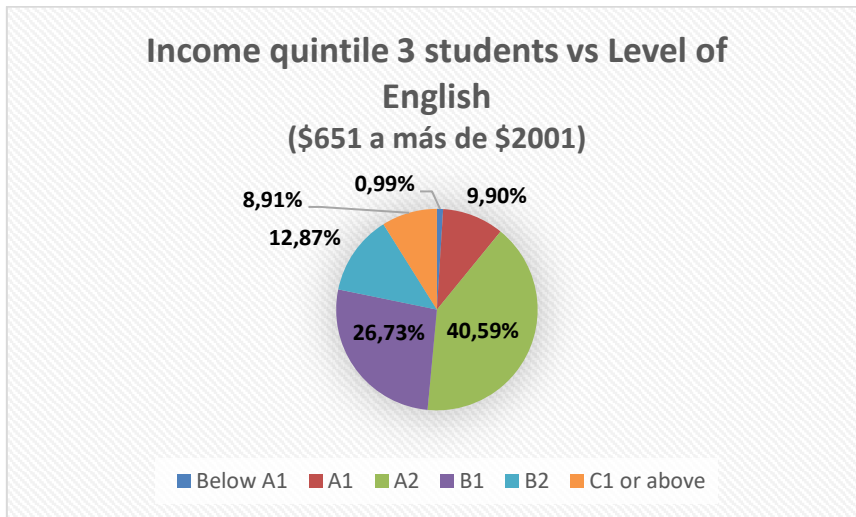
Table 35 Income quintile 3 students vs Level of English

Income quintile 3 students vs Level of English	
Below A1	1
A1	10
A2	41
B1	27
B2	13
C1 or above	9
	101

Note: Income quintile 3 students vs Level of English

3.41.2 Income quintile 3 students vs Level of English

Figure 37 Income quintile 3 students vs Level of English



Note: Income quintile 3 students vs Level of English

The figure 37, as it can be seen, there are a total of 101 students located in quintile 3, according to their monthly incomes. From the total of them, the 40,59% which represents 41 students, are in A2 level of English. The 26,73%, with 27 students, are in B1 level, the 12,87% are in B2 level, it means 13 students of the total amount. The 9,90%, which represents 10 students, are in A1 level, the 8,91% with 9 students are in C1 or above level and the remaining group which represents the 0,99% with 1 student, is in a level below A1. In quintile number 3, it is realized that the predominant level of English is the A2, followed for the B1.

3.42 Chart 38

3.42.1 Not assigned Income quintile students vs Level of English

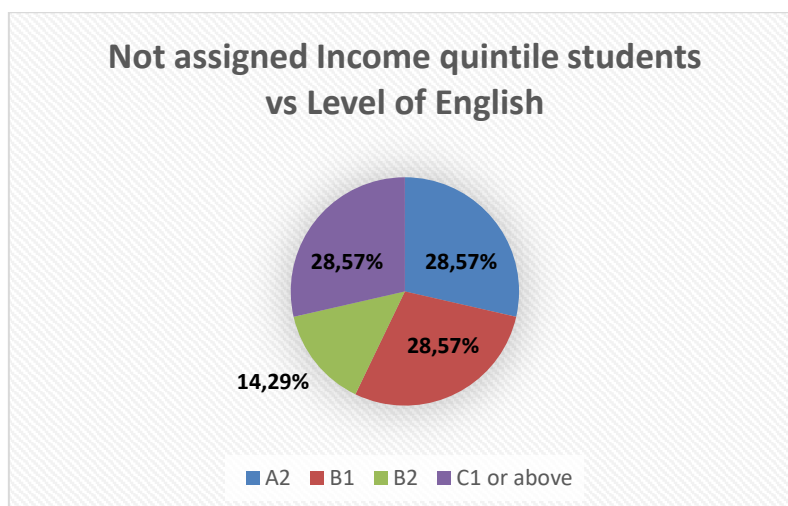
Table 36 Not assigned Income quintile students vs Level of English

Not assigned Income quintile students vs Level of English	
A2	2
B1	2
B2	1
C1 or above	2
	7

Note: Not assigned Income quintile students vs Level of English

3.42.2 Not assigned Income quintile students vs Level of English

Figure 368 Not assigned Income quintile students vs Level of English



Note: Not assigned Income quintile students vs Level of English

As it can be seen, the figure 38, there is a group of students with a total of 7 people, who do not have specific information about their monthly family income, according to their socioeconomic data sheet. However, it can be observed that three groups of them, with 2 people and 28,57% each, correspond to levels A2, B1 and C1 or above respectively. And the remaining group with only 1 person, which means the 14,29% is in B2 level of English. Although these results show similarity in the levels, it is not a determinant sample according to the number of students to mark relevance at a certain level or not.

3.43 Chart 39

3.43.1 Summary of Household Income vs level of English

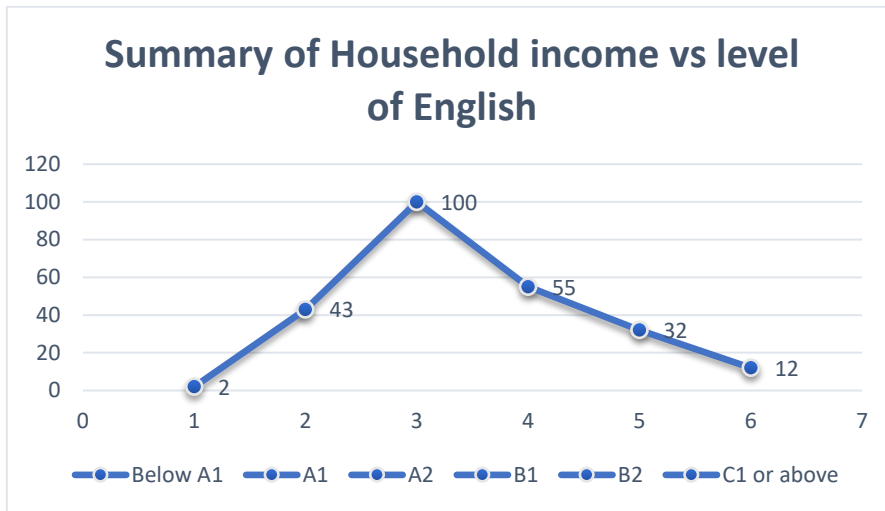
Table 37 Summary of Household Income vs level of English

Summary of Household Income vs level of English		
LEVEL OF ENGLISH	TOTAL	%
Below A1	2	0,82
A1	43	17,62
A2	100	40,98
B1	55	22,54
B2	32	13,11
C1 or above	12	4,92
	244	100,00

Note: Summary of Household Income vs level of English

3.43.2 Summary of Household Income vs level of English

Figure 379 Summary of Household Income vs level of English



Note: Summary of Household Income vs level of English

According to the figure 39, it can be evidence that the variable “Household Income” vs “Level of English” shows that there is a predominant level in the English major at UTN. The biggest group, with 100 students have an A2 level of English, followed by the B2 level with 55 students.

CHAPTER IV: DISCUSSION

Socio-economic factors represent that set of elements that directly and indirectly affect the life of any individual. Some of them are demarcated by the educational level of the family environment, the employment status of the heads of the family, the type of housing, the working conditions, the level of indebtedness, the establishment or not of interpersonal relationships, level of income and expenses, etc. For these reasons, it is to be expected that the learning process will also be affected, positively or negatively, given the environment in which this process takes place.

The learning process in a second language, especially, has a more direct incidence of socioeconomic factors, since even these factors have an impact from the original moment when making the decision to study a language career. Certain socioeconomic factors, this type of discipline and profession is not a priority in certain contexts and settings. As it has been possible to start in repeated studies carried out in different latitudes, the environment in which individuals grow up is decisive to consider that the learning of a second language or a foreign language represents great importance. In certain cases, when the socioeconomic level is low, this type of decision is not even considered as a possibility, while in those scenarios where the socioeconomic level is high, learning a second language is considered as essential as any other discipline.

Similarly, it has been shown that socioeconomic factors not only influence when making the decision to study a language career, but also staying in it. On numerous occasions, the different negative stimuli that individuals or students have in a family or work environment, inside in the non-continuity of the language career, since they consider that there are other priorities and urgencies that must be addressed more quickly. Academic performance has also been shown to be highly influenced by socioeconomic factors, as well as the results of academic activities or tests, performance, and the level of progress in the learning process.

As has been evidenced in the research work carried out, there are numerous factors that directly and indirectly influence the performance, performance and progress of the students of the English career at the Universidad Técnica del Norte.

According to Thomson (2018):

There is some discussion about the size of the effect, however the relationship between a student's socioeconomic background and their educational achievement seems enduring and substantial. Using data from PISA, the OECD have concluded that 'while many disadvantaged students succeed at school ... socioeconomic status is associated with significant differences in performance in most countries and economies that participate in PISA. Advantaged students tend to outscore their disadvantaged peers by large margins' (p. 214).¹⁴ The strength of the relationship varies from very strong to moderate across participating countries, but the relationship does exist in each country. In Australia, students from the highest quartile of socioeconomic background perform, on average, at a level about 3 years higher than their counterparts from the lowest quartile (p.1).

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

1. According to the results obtained through the student's socio-economic card, it was possible to determine the socio-economic level to which each student belongs. all this was done according to the values and parameters established by the Enemdu (National Institute of Statistics and Census). Based on these parameters, they were classified into quintile 1, 2 and 3.

In conclusion, it was determined that there are 25 students, or the equivalent of 10.55% of the total population analyzed, located in quintile 1. There are 111 students or 46.84% located in quintile 2 and 101 students categorized as quintile 3.

2. As could be seen in the analysis of the results, it is believed that those students who live with both parents, have a stable home of their own, have above-average stable family incomes, which refers to a medium to high socioeconomic level, could have a better performance in learning the English language. All these factors can contribute but not determine individual's student life development. however, the results showed that the students, regardless of all the factors mentioned above, have an A2 level. This means that students can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her environment, immediate surroundings and matters in areas of immediate need (p.1).

3. On the other hand, when the socioeconomic level of the students was related to their level of English or academic performance, it was determined that despite the existence of two large groups, it means, quintile 2 and 3, with a medium and high economic position, the students maintain an A2 level of English. These results allow us to determine that there is no economic impact at the time of learning English in the students of the English course at UTN.
4. According to the hypothesis stated at the beginning, that students with a higher economic status have higher performance and academic performance than those with a lower status, it is declared without impact after having carried out the study and analysis of the results obtained among the students of the English course at UTN.

5.2 Recommendations

1. For the aforementioned reasons and given the results obtained in the research process in this work, in view of the low impact of the socio-economic factors in this study, we propose the creation of a methodological proposal that does not incur expenses, which will allow the students to easily insert themselves in the learning of the English language. It is of great importance to consider these factors within the classroom so that, in a coherent and cohesive way, they can incorporate the academic subject as an additional component and as a technique or methodology that allows encouraging the motivation of students to improve the skills obtained in class and, above all, progressively advance in their performance and academic performance to achieve effective communication in the target language.
2. As is generally known, the English language is essential nowadays for a better insertion in the labor field, personal and cultural development. Therefore, it is important that students in general organize and plan in an autonomous way and together with teachers, academic and extra-academic activities that allow

them to improve the level of english that each one has. All this, taking into account that nowadays there are many resources and activities available that do not require any cost, but rather to dedicate time for personal and professional growth of each individual.

CHAPTER VI: PROPOSAL DESIGN

6.1 Academic proposal

The present research work demonstrates the incidence of socioeconomic factors on the performance of English students at the Universidad Técnica del Norte. There are numerous factors that affect student performance, and in many cases the impact is so direct that success and / or failure depends on them. The socioeconomic level in which a student performs affects the motivation and priorities they have when learning a second language, that is, in scenarios where there is not enough support from parents, either due to their educational level or due to their working condition, students replicate this attitude when learning a second language.

For these reasons, it is considered that the academic program must consider the different socioeconomic factors and their level of incidence on student learning, so that they can be addressed in a timely and effective manner through the learning methodology used and, therefore, guarantee an education that responds efficiently to the needs of students, both as a group and individually.

The aforementioned reasons, together with the results obtained in the research work that is presented, lead to the structuring of an academic proposal that allows taking into account socioeconomic factors when executing the teaching methodology and, even, from the time of your initial design. This will lead to an improvement in the performance and development of the linguistic capacities of students of a foreign language in order to master the oral, written and communication skills that entail an efficiency and effectiveness in the transmission of a message thanks to the educational process.

Likewise, it is considered that self-esteem represents a determining factor for the success of the learning process, since without it, there is a lack of confidence in students regarding their own potential and, therefore, the results that can be achieved with discipline. As could be seen, socioeconomic factors have a certain degree of incidence on the development of self-esteem. Therefore, it will be important that an academic program takes into consideration or, rather, aims to enhance it to achieve effective teaching.

6.2 Title

The title of the academic proposal is as follows:

"Socio-economic factors as a tool for academic programs to enhance the self-esteem of language students".

6.3 Rationale

Self-esteem corresponds, essentially, to the assessment that a human being has about himself, whether it is positive or negative. According to Pérez Villalobos (2019), self-esteem is defined according to two fundamental aspects:

Sense of personal efficacy "self-efficacy": it is the confidence in the functioning of the mind in the ability to think about the processes by which it is judged, chosen and decided. Confidence in the ability to understand the facts of reality that fall within the field of interests and needs, and in being able to know oneself.

Sense of personal merit or self-dignity: it is the security of one's own worth, an affirmative attitude towards the right to live and to be happy. Comfort

in appropriately expressing thoughts, wants, and needs; feel that joy is the natural right (p.23).

Confidence is a decisive factor for second language learners to achieve positive results. Likewise, trust is demarcated by the social and economic factors in which an individual grows and develops. It has been shown that if students do not receive support from their family environment, either due to financial concerns or their respective educational level, they do not prioritize learning a second language or, failing that, they do not prioritize dedication to study, for how much self-confidence was not instilled in them as an indispensable value for any learning process to be successful.

Self-esteem and confidence are also closely related to the cognitive process. This implies that there is a direct influence between self-esteem and academic learning. In the same way, it depends on the social environment in which the students operate, which is determined by the socioeconomic context that can represent a positive aspect for the learning process or, on the contrary, it can represent an obstacle in the learning process. performance and progress.

According to Acosta & Hernández (2004), despite being inherent in all human beings, self-esteem is also a socially constructed product, through the interaction between the individual and the world. Therefore, being a result of social experience, stimuli are required for this self-worth feeling to develop. Said authors maintain that pedagogical practice must represent a permanent process of diagnosing the strengths and weaknesses of students, as well as the individual characteristics and social factors of the environment in which the student operates, in such a way that it can develop and apply the academic instruments that will allow you to measure and enhance the level of development in the internal process, both of learning and of self-esteem.

Acosta & Hernández (2004) also refer to the intrinsic relationship that exists between self-esteem and learning, implying the following:

If it is theoretically assumed that there is a directly proportional relationship between levels of self-esteem and levels of learning, then increasing the self-esteem of students means improving their levels of learning and, in the same way, their chances of success in private and professional life. Exploratory studies at the Pinar del Río ISP demonstrate these theories, although the samples are still insufficient. On a scale of 1 to 10, 250 subjects were measured in their role as course students, and those with higher levels of self-esteem (more than 80%) agreed with the best academic results. Similarly, the self-esteem of 10 renowned professionals was measured and all had self-esteem between 85 and 100 points. In these cases, self-esteem, according to the subjects, acts as a cause and effect of progress and successes (p. 83).

Due, then, to the fact that self-esteem has a directly proportional relationship with the level of learning, and being a product of social construction, it is imperative that teachers, especially those who teach a foreign language, can understand the real dimensioning and characteristics real of these factors, so that they can be translated into good pedagogical and academic practices that allow students to develop skills while imparting new knowledge that will be well received if the level of self-esteem is high.

Acosta & Hernández (2004) also maintain that the level of self-esteem can vary depending on the multiple events that involve the student, especially those related to family, school and the subject's sensitivity to different exogenous stimuli. When there are fears and concerns around the student, such as: unemployment, low income, problems related to housing, family worries, etc., the levels of self-esteem tend to decrease. On the contrary, when these negative factors leave the equation and there are positive

motivations and expressions on the part of the family and / or social environment, the levels of self-esteem and self-confidence tend to increase.

Therefore, this proposal is based on the incidence and directly proportional relationship between self-esteem, socioeconomic factors and the level of learning. Therefore, an academic employment proposal is promoted and takes into account the socioeconomic factors that are present in the lives of students, as an instrument to enhance their self-esteem and, consequently, reach positive levels, develop the process of acquisition of knowledge of a second language.

6.4 Theoretical foundation

Throughout history, numerous studies have been developed to determine how self-esteem and socioeconomic status are related to some kind. Coleman (1980) argued that socioeconomic variables constitute the totality of the variability of academic performance and its relationship with self-esteem. Pelechano (2001), on the other hand, stated that although the socioeconomic variables have an impact on people's self-esteem, this is only evidenced in the first years or educational levels, becoming an insignificant element of the more advanced courses.

Espinoza and Balcázar (2002) carried out a comparative study about the self-concept of children from dysfunctional families and intact families, which showed that the family and social environment produces a profound (positive negative) impact on the person, whereas children that come from dysfunctional families are perceived with less positive characteristics than those that come from intact families that type of abuse. Dörr (2005) also carried out a comparative study of self-concept in children of different socioeconomic levels, the results of which showed that there is a higher level of self-esteem in high socioeconomic levels compared to medium and low economic levels.

Tabernero, Serrano & Mérida (2017) state the following:

Therefore, for many authors poverty in childhood is one of the most consistent predictors with the presence of problems in development, as well as in academic performance and self-esteem. Living conditions linked to the lack of resources constitute one of the risk factors that most drastically influence the vulnerability of individuals. In this way, the accumulated effects of poverty increase the physical and psychosocial vulnerability of the individual who develops in an environment characterized by deprivation (p.11).

For these reasons, basic aspects arise that must be known and understood before the academic proposal that is presented in this research work. Next, the most important:

6.4.1 Self-esteem:

According to Abdel-Khalek (2016), self-esteem constitutes one of the most studied elements in the past century, being defined by numerous authors and researchers such as:

Rosenberg (1965), one of the pioneers in this domain, stated that self-esteem refers to an individual overall positive evaluation to the self. He added, that high self-esteem consists of an individual respecting himself and considering himself worthy. In a similar vein, Sedikides and Gress (2003) stated that self-esteem refers to individual's perception or subjective appraisal of one's own self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self (p.2)

The aforementioned author also maintains that self-esteem is an instrument to measure self-evaluation related to cognitive factors of the vision that the world has

regarding oneself. For their part, Brown, Dutton & Cook (2001) found 3 ways in which self-esteem is used: a) global self-esteem, which refers to the way people feel about themselves; b) self-evaluation, which refers to the way in which people evaluate their own abilities and attributes; c) feelings related to momentary emotional states.

Abdel-Khalek (2016) refers to how a person feels about their social, racial or ethnic position, about their physical traits, abilities, or performance in school or at work. Brande (1969) establishes that self-esteem comprises 2 types of components, an affective one (thinking, learning, choosing, making correct decisions, etc.), related to respect and trust. Now, regarding the factors that shape the development of self-esteem, there are different studies suggesting that the family has a fundamental role in the formation of the personality, as well as the factors related to age, responsibilities, concerns, level of dependence or autonomy, stimuli and motivations, etc. For Lavoie (2012), high level of self-esteem is capable of positively influencing the opinion of the behavior of others, as well as approaching new situations in a positive and confident way, so that they can accept challenges, such as learning to a new language, from a positive perspective and with a correct approach to the situation. Likewise, they tend to communicate assertively and with a high degree of self-control, which allows modeling their actions with respect to what the social or socio-linguistic context requires.

6.4.2 *Self-concept:*

According to Syafi-uddin (2016):

Self-concept is an essential part in the development of personality. Self in term of psychology has two meanings that is attitude and feelings of a person's towards themselves, and something the whole psychological process that controls behavior and self-adjustment.

According to Burns, the self-concept is self-esteem, self-worth or self-acceptance that includes all beliefs and judgments about ourselves, it will define who we are in our own mind, what we can do in our minds and what we become in our minds.

According to Hurlock, self-concept is the composition of the picture of self-perception, that perception it is belief, feelings, and attitudes about the values that are recognized by the individual as his traits (p.40).

There are also other authors who suggest that the self-concept is based on symbolic interaction, such as: the interaction between the individual and their environment, the interaction of the individual and society, and the meaning that is obtained when an individual is subject to a change. in accordance with acceptance within a social interaction scenario. For his part, Mead (1934) establishes that the construction or development of self-concept depends on social experience and the connection between the individual and the community. Therefore, the community, as an exogenous factor, can shape and give meaning to the self-concept that the individual has as part of society. Finally, Syafi-uddin (2016) concludes that self-concept is an attitude of trust and conviction, which is aware of the advantages and disadvantages that surround the individual and of the perception and interpretation they have about themselves and the environment in which they are which coexist.

Arnaiz & Guillén (2012) indicate that there are enough research studies that show that self-concept influences behavior, so that students feel and think about themselves determines the way they handle the challenges associated with the experience of learning a new language. After a study of different investigations. The aforementioned authors conclude that those students with a higher degree of self-esteem and self-concept have less difficulties in preserving and maintaining a positive attitude after having failed in an

academic activity, in contrast to those students with a lower degree of self-esteem and self-concept, who They face greater difficulties in reaffirming and preserving the self-image and self-worth they have about themselves after having failed in some activity.

Arnaiz & Guillén (2012) also argue that self-concept has a direct impact on the process of learning a new language, since this implies a high value with respect to the ideas that they want to express and express within a certain social context. The use of language, regardless of the language, implies a high degree of self-awareness and vulnerability, since it assumes that the person is visibly exposed, as well as their strengths and weaknesses when communicating. Finally, these authors also carried out a field study to determine the incidence of self-concept within a group of students of a second language, thus containing the following results:

In terms of differences between the self-concept levels of students with different levels of English, it was observed that those at a higher level have lower academic and global self-concept levels. These findings corroborate Lin & Sheen's (1996) statement that self-concept levels tend to be higher in the early stages of foreign language learning. For a possible interpretation of the results in the present study, we can refer to Horwitz's (2007) explanation about levels of anxiety -another self-related construct- in language learners. Learners very often experience anxiety when speaking a foreign language, and higher-level learners may experience more anxiety than lower-level learners when communicating in a foreign language, since they may be more sensitive to differences between their mature thoughts and the actual messages, they are able to transmit, which may sometimes sound puerile (p.87).

As has been shown, self-concept has a direct requirement regarding the results obtained in the process of learning a second language or a foreign language. Therefore, it is important to take into consideration the socioeconomic factors that determine and model the self-concept that an individual has of himself, so that these factors can be corrected and / or taken advantage of when implementing and executing a work methodology in the classrooms. It is understood that the educational process will be successful if it is received positively by the students and if they are convinced of its potential. Self-esteem and self-concept depend to a large extent on the environment in which individuals coexist and develop, the less pressures exist in their environment, the more the individual will be able to consolidate their abilities and be convinced of their progress.

6.4.3 *Emotional education:*

Zysberg & Hy (2019) present the following definition of the notion of emotional education:

Emotional education (EE) is usually referred to as part of the social-emotional learning (SEL) framework (Weissberg, Durlak, Domitrovich, & Gullotta, 2016). This relatively new yet prolific field of study and practice is based on the assumption that effective learning and development occur beyond the relatively narrow domain of academic skills and declarative knowledge, which are traditionally the focus of the education system. It is often suggested that the goals of education in our time go beyond transferring knowledge, to preparing young persons to become well-adapted individuals in a world that is more diverse, dynamic, and challenging than ever (Cefai & Cavioni, 2014). One approach that takes a holistic view of growing and developing effective members of future societies who are also well balanced and well adapted is that of SEL (or social and emotional education [SEE] (...)) (p.38)

As can be seen, emotional education is often perceived as a process through which the individual learns to manage and control their emotions, so that they can regulate their behavior according to the social context or the situation in which they are seen. immersed. According to Lopes & Salovey (2004), Emotional competences are defined as those amalgamation of tools that allow individuals to effectively face a situation through emotional experiences. For this, it is necessary to identify and be aware of one's own and other people's emotions, as well as to understand what the types of emotional experiences are, their causes and consequences. Finally, it is necessary to know which the most effective way is to regulate emotions in order to adapt them effectively and in a variable way to the situations that exist within a social setting, so that these emotions can be effectively expressed within a setting of empathy and assertiveness.

Now, from the academic point of view, there is an intrinsic relationship between emotional viability with the positive results of the learning process, then it shows that there is a determination regarding emotional regulation and language acquisition, since the identification and the understanding of emotions allows, in turn, to make the correct decisions for the comprehension of the greater range of elements related to the language under study. Likewise, a connection between emotional education and stress management has been observed. Because stress is usually caused by factors related to socioeconomic elements, it can be determined that emotional education allows channeling said stress in a positive way to rest with a greater degree of effectiveness when acquiring language skills that lead to the effective transmission of a message in the target language.

6.4.4 *Emotional intelligence:*

Serrat (2017) proposes the following definition regarding emotional intelligence:

Emotional intelligence describes the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. People who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others. They are affable, resilient, and optimistic.

(...)

By developing their emotional intelligence individuals can become more productive and successful at what they do, and help others become more productive and successful too. The process and outcomes of emotional intelligence development also contain many elements known to reduce stress—for individuals and therefore organizations—by moderating conflict; promoting understanding and relationships; and fostering stability, continuity, and harmony. Last but not least, it links strongly with concepts of love and spirituality (p. 330 and 331).

According to Serrat (2017) there are 5 domains that control emotional intelligence and that cover social and personal competencies. These domains are: a) self-awareness (emotional awareness, accurate self-assessment, self-confidence); b) self-regulation (self-control, integrity, adaptability, innovation, awareness); c) self-motivation (achievement drive, commitment, initiative, optimism); d) social awareness (empathy, service orientation, developing others, leveraging diversity, political awareness); e) social skills (influence, communication, leadership, change catalyst, conflict management, building bonds, collaboration and cooperation, team capabilities).

As can be seen, both emotional education and emotional intelligence allow regulating the emotions of an individual to adapt them in the best way to a certain situation or contexts. When acquiring knowledge of a second language, it is expected that

individuals can recognize and identify the situation in order to respond in the correct way in the target language. Inside socioeconomic factors in the way a student can cope with their emotions. That is why it is necessary for teachers of a second language or a foreign language to understand the direct relationship between socioeconomic factors and the level of self-esteem of students, so that new pedagogical and academic designs can then be carried out that allow the learning process is more effective and efficient, since the specific needs of each student would be taken into consideration, both personally and in the group.

6.5 Objectives:

6.5.1 General objective:

The general objective of this academic proposal is that within the class programs, activities are considered approaches that allow identifying those economic factors present in a certain classroom, so that the level of self-esteem and self-concept that students have can be strengthened, to guarantee better results in learning a second language or a foreign language. As can be seen, this educational approach implies the execution of self-esteem enhancing activities at zero cost, since it does not require the purchase of any material and/or service.

6.5.2 Specific objectives:

- a) To develop academic programs that take into account the economic factors of the students present in a classroom.
- b) To design academic activities that contemplate the acquisition of knowledge of emotional education.

- c) To design academic activities that contemplate the acquisition of knowledge of emotional intelligence.
- d) To understand which are the socioeconomic factors that have a greater degree of negative impact on students, in order to design pedagogical strategies that allow their correction and / or compensation.
- e) To understand which are the socioeconomic factors that have a greater degree of positive impact on students, in order to design pedagogical strategies that allow their potentiation and consolidation.
- f) To prioritize those socioeconomic factors that require immediate attention from teachers.
- g) To determine what is the level of self-esteem and self-concept that students have about themselves, in order to design and implement academic strategies and activities that respond positively to the needs of the classroom.
- h) To design activities and methodologies for teaching a second language or a foreign language that allow the continuation of learning outside the classroom, so that it is possible to take advantage of the socioeconomic factors that affect the learning process.

6.6 Beneficiaries

The beneficiaries of this academic proposal are the students of the language career, since as could be observed in the different chapters of this research work, there

are powerful socioeconomic factors that negatively impact the learning process of the second language, even from the same time of choosing this particular career.

Therefore, it can be affirmed that if teachers and the educational community recognize the importance in science of economic factors in the learning process, a methodology can be designed that prioritizes the relationship between said socioeconomic factors and the level of self-esteem of the students. students, which is decisive for the learning process to be effective, efficient and successful.

If the importance of the incidence of self-esteem is recognized, which is a product of social experiences and socioeconomic factors of the student's environment, in the process of learning a second language, positive results can be obtained from the point of view of academic view, since the needs of the students would be specifically addressed while taking advantage of the elements of economic factors so that it can be transformed into tools and skills to achieve the effective transmission of a message through the development and implementation of sociolinguistic competences.

6.7 Impacts

The impact of this academic proposal is unquestionably translated into a greater degree of effectiveness regarding the effective communication of a message and the development of language skills (oral, verbal, social, contextual, etc.). Therefore, by considering and recognizing the incidence of socioeconomic factors on the level of self-esteem and self-concept of students and, consequently, on the academic results of the learning process, a suitable teaching methodology can be created for each student group, thus creating an equitable environment that takes into consideration the needs of each individual.

6.8 Development

For the implementation of this academic proposal the following is required:

- a) The knowledge and updating of the socioeconomic file of all students of the language career, which can be done by the full cooperation from students (at the moment of enrolling) and the administrative staff.
- b) The knowledge of the level of self-esteem and self-concept of the students of the language career, which can be known through open-class debates.
- c) The design of activities that motivate students to develop emotional education skills.
- d) The design of activities that motivate students to develop emotional intelligence skills.
- e) The design of activities with a high practical component.
- f) The design of activities that recreate every day and real-life situations, so that students can put into operation the tools taught in class.
- g) The design of activities that respond directly to the socioeconomic factors that influence the life of each student.
- h) Teachers to be highly trained in pedagogical and psychological strategies.

- i) A permanent commitment on the part of teachers is required to keep up to date with the different teaching strategies and methodologies that involve emotional intelligence activities.

- j) A high commitment is required from the top management of the educational community.



**UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)**

**CAREER: Pedagogía de los Idiomas Nacionales y Extranjeros
Mención Inglés.**


**DEGREE WORK, IN THE MODALITY,
RESEARCH PROJECT**

**Didactic guide of Strategies and activities to improve the English
level of the English Major students.**

**Authors: Hurtado Ostaiza Jessenia Guadalupe
Latacumba Morillo Diego Alexander**

Director: MsC. Christian Andrade

Ibarra – March – 2021



DIDACTIC GUIDE OF
**Strategies and
activities to improve
the English level of the
English Major
students.**

2022



STRATEGIES FOR STUDENTS

Self-motivation strategies

1. Be encouraged – your English is probably better than you think it is! ...

Self-encouragement is the most important part of a learning process. Students need to measure their own level of encouragement by doing a meditation exercise to plan their goals and mark a path to accomplish them in a defined period of time, it could be short, medium, or large depending on the difficulty level.

2. Never compare your English skills to others' ...

When it comes to individual English skills level is better to avoid comparing because people usually feel frustrated when they compare something personal with someone else and here is when learning English becomes a competence and that is not the best way to learn the language on the contrary that can be stressful and even a torture, therefore a language should be learned in a meaningful and free stress environment where students can express themselves using real language and not forced to improve because that can leads to anxiety. If a student feels comfortable and sure while learning a language the language itself will improve gradually rather than in a competitive environment

3. Don't take mistakes so seriously or personally.

It's important to keep in mind that we all are human beings and making mistakes during a learning process is completely normal, perfection is a utopia. Frustration can be avoided if we learn from the mistakes we made because it's part of our learning evolution to keep on learning from the experience we got just from making mistakes. Taking a mistake personally can lead to overthinking and having a restless mind won't allow us to concentrate in some other features of the process of learning a language.

4. Visualize the end goal and know that every bit of time you invest is bringing you closer of achieving it.

Visualizing at the future is really motivating specially when we set a goal because it brings a sense of self-empowerment that will guide the path to accomplish the goal, of course time will be needed to work and improve, but the time you spend on learning always will be rewarded and soon or late the results will appear. Once a goal is successfully achieved it's important not to feel completely fulfilled because there will be always a way to improve something else, so setting new goals will bring success in every feature of living and it's necessary to increase the level of difficulty of the new goals to be set. Self-motivation can be hard to be found sometimes but it depends on every student to realize that it is always better to do something that you love or like to do, rather than doing it because you have to.

Self-regulated strategies

- Self-regulated strategies refer to a kind of research-based instructional techniques that are aimed to help learners monitor and manage their own learning skills and habits.
- Self-regulated learning consists of three components: **cognition, metacognition, and motivation.**

1. Good time management

Good time management as its name says refers to the ability to quickly select the most efficient problem solving strategies and monitor actively emotions and emotional states such as frustration, anxiety, stress, and so on. This strategy focuses on the relationship that exists in accomplishing a task with the time it takes to be done.

Good time management is part of the group of cognitive strategies because it has to do with problem solving as an example it can be used specially when it comes to tests or evaluation time because students must manage their time in a good way to take advantage of it and answer all the questions and activities that can be on the evaluation. English test generally has a section for each skill and also for language use, so it's important for all students to regulate their time to overcome the test without any inconvenience. Also, this strategy can be applied for studying periods because students can organize their time to cover all contents they need to study.

2. Make progress visible

Make the progress visible is a kind of metacognitive strategy that can assume the role of declarative knowledge because it involves the knowledge about oneself as a student and the factors that can influence the performance of the learning procedures. The goal of self-regulated strategies is for these strategies to become visible and eventually with practice and time become automated for learners. The way to make knowledge progress visible is through demonstration, for example students can do different activities to demonstrate their progress in language learning process such as debates, dialogues, presentations, role plays, discussions, etc. Making something visible can give confidence to the performer because it brings a sense of security if it goes as planned, but sometimes it can turn in the opposite direction, but it needs to be complemented with a good classroom environment where students don't be afraid of making mistakes in public.

3. Self-efficacy

Self-efficacy is important to be discussed in classroom between teachers and students, especially with the learners who had experienced a bad performance in specific tasks. This strategy can work as a diagnostician because it helps these students to share how difficult it can be to performance a specific task in the process of learning a target language. The self-efficacy strategy is aimed to create positive self-instruction as well as a sense of the own image of an effective learner and is really necessary to

keep in mind that building habits reinforces learners' performance and motivation.



Self-Efficacy

Technology based strategies

Technology bases strategies refers to any digital tool that can help to solve a particular learning need or classroom management problem. Nowadays there are infinities of different digital platforms and resources ideal for developing learning processes and specially to learn and foster English language skills. The following are some great examples of how students can improve their English level by using technology and without incurring expenses.

1. Coursera free English courses.

Coursera is a free digital platform where all people around the world can have access to different courses about different and well varied topics and English is not the exception.

- **How to access to Coursera free English courses?**

It's quite easy to have access to Coursera. First you just have to access to the digital website of Coursera and register your personal data to create a new account with your name, e-mail and create a password, then you will have access to the whole platform where you can find a diversity of courses to improve different abilities but in this case English language skills and Teaching approaches and techniques are going to be emphasized.

- **What courses can I access in Coursera?**

In Coursera you can find different courses endorsed by renowned international universities and of course if your goal is to improve your English language skills as a student and as a future teacher you have to register on the following courses that are offered in this platform for free:

Get Interactive: Practical Teaching with Technology – This is a course offered by London University – Bloomsbury Learning Exchange.

This course is designed to help you create dynamic, interactive online courses through the use of multimedia tools, student collaboration opportunities, and formative assessment and feedback.

This course is divided in weeks from where in each one you will work in a particular topic:

1. Using multimedia for teaching and learning
2. Encouraging student collaboration
3. Formative assessment and feedback

English for teaching purposes – This is a course offered by Universitat Autònoma de Espanya.

English for teaching purposes is a course on English and teaching methodology that aims to help university lecturers do their teaching in English, in line with university internationalization policies.

The course structure is the same for all learners and there are opportunities for them to link up with colleagues from universities all over the world who share the same discipline and discourse community, to ask questions and exchange ideas.

Teaching EFL/ESL Reading: A Task Based Approach – This is a course offered by London University – UCL Institute of Education

This course explores ways of teaching reading skills in English as Second and Foreign Language (ESL/EFL) using a task-based approach. You will be introduced to the concept of task and the key principles of task-based language teaching (TBLT) and learning. TBLT uses communicative tasks as the key unit for creating language learning activities.

Foundation of Teaching for Learning: Being a Teacher – This is a course offered by Commonwealth Education Trust.

The Foundations of Teaching for Learning program is for anyone who is teaching, or who would like to teach, in any subject and any context - be it at school, at home or in the workplace. With dynamic lessons taught by established and respected professionals from across the Commonwealth, this eight course program will see you develop and strengthen your skills in teaching, professionalism, assessment, and more.

Learning to Teach Online – This course is offered by UNSW Sydney.

Are you an educator? Have you ever wanted to understand more about how to design your class to make better use of educational technology – whether fully online or in blended contexts? Would you like to learn from those who have extensive practical experience with online technologies?

The Learning to Teach Online (LTTO) MOOC will help you develop a working understanding of successful online teaching strategies that you can apply in your own practice.



Those courses are a brief example of the infinite variety of courses designed to reinforce and improve English and Teaching Skills.

- **How can I get a free Certificate?**

The courses mentioned before are completely free to access and when you accomplish all the course you could be capable of download a certificate that validates your knowledge.

There are some other courses that are free but to download the certificate you have to pay for it, but you also have the option to participate for a scholarship to have free access to any certificate of any course just following the next indications.

First open the course you want to enroll, then you have to click on the option of Financial Aid Available, then you have to fill the data needed and write a paragraph of 150 words explaining the reasons why you are applying for the financial aid. After 15 days you will receive a positive response to your e-mail, and you will have unlocked the course with the certificate for free.

This is an excellent option to study while winning certificated that will validate your knowledge and help you to build an excellent CV for your professional career.



1. Free learning websites.

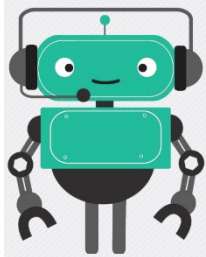


Memrise

Memrise is a free online website where people around the world can learn a new language with daily challenges and entertaining activities. Vocabulary is emphasized in this platform because you can learn new words day by day. Listening and Grammar are also emphasized because there are some audios of phrases you have to listen to and then you have to write or rewrite the phrases requested in the daily challenge.

Memrise has a funny methodology to learn and improve a language because it is the opposite of a traditional textbook because this platform can interact with the users and allows better exposure to the language itself.

Memrise is intended as a mix of science and technology that stimulates the mind. Your brain is clear that reading and rereading lists of phrases and vocabulary is a bore. We know that the opportunity to put into practice what you learn with varied exercises and at the right time is fun and effective, and that is good for your brain!



ve

ve is a rese

Cambridge English / of

Speak & Improve
a research project

Speak and improve is a very useful and funny platform that emphasizes the development of Speaking and listening language skills because it generates a robotic partner for you to talk with. In this free online website, you can listen to different questions, and you have to give an oral response that will be understood by artificial intelligence. This is a good alternative for shy people who don't have a real mate to practice English. Sandi, the speech robot, uses new technology developed at the University of Cambridge. It can tell how well you speak English just by listening to you.

Sandi gives your Speaking an accurate grade on the internationally-recognized CEFR scale.

This can help you understand your speaking ability for work, study, exams (including Cambridge exams), or just for fun.

FunBrain

FunBrain is the number one site for online educational games for kids of all ages. You can learn from math, grammar, science, spelling to history while practicing English. This website is full of hundreds of games, books, comics, videos that fosters reading and problem-solving abilities.

This website uses the Content Based Approach because learners which mother tongue is not English can improve their English while they play and learn about different topics of their own interests. Is important to remark that learning while playing is completely useful for learners to use their prefrontal cortex part of the brain because concentration and creativity are awakened

when playing, in other words the users who are playing any game of the platform unconsciously are learning a particular topic and fostering their English level by acquiring new vocabulary, phrases, idioms and so on.



3. YouTube Chaneles

Youtube is an excellent alternative to learn while having fun because watching videos can stimulate the side of the brain that is responsible of creativity and entertainment and when people feel relaxed and entertained the stress level is minimum and the perfect environment for learning is automatically created. There are some useful and interactive and entertaining channels that shares educational content specially for learning language and in this case English language.

BBC Learning English:

BBC learning English is a very complete and full of real language channel with expert native English teachers that give a whole class about different and particular topics of the Grammar and Language Skills that people want to foster. This channel covers vocabulary, phonetics, conversational strategies, advises to improve English language level, research, teaching methodologies, and so on. The channel fosters people to give comments using English and has a very organized schedule for

people to be part of the learning process as virtual students in non-synchronous time because the channel gives the following weekly schedule:

MONDAY: Exam Skills - tips for studying and preparing for an exam

TUESDAY: News Review - discover the language used to explain the news

WEDNESDAY: Pronunciation in the News - pronounce words from the news like a native

WEDNESDAY: Lingo Hack - vocabulary from the latest BBC news reports

THURSDAY: The Teachers' Room - tips for English teachers

FRIDAY: Learners' Questions - we answer your most frequently asked questions

The best part of learning English in this channel is that you can watch the videos whenever you need or have time and also that you can interact with the teachers on the comments and if you need more videos with some other contents, you can contact the corporative group in their official website:

<http://www.bbclearningenglish.com>



APRENDE INGLÉS CON MOVIE METHOD



Movie Method:

Movie method is a very entertaining channel in which all people can learn English by watching movies. There are lots of different kinds and titles of movies that are useful for people who want to learn or improve Listening, vocabulary, and grammar skills. Reading is not mentioned because when people activate subtitles the movie or video becomes an audio book and that's not the intention because as is common knowledge listening is much more difficult than reading.

The movie method uses an approach based on watching movies with delayed subtitles, it means that before watching a movie people should turn on the subtitles and delay them for about two seconds, so this will make the subtitles appear two seconds later than usual. Therefore, when using this approach is necessary to listen with full attention when an actor speaks and it's not necessary to read the subtitles if you understand them if you don't fully understand you can read them later.

Learn English with EnglishClass101.com

Learn English with EnglishClass101.com is the fastest, easiest, and most fun way to learn English and start speaking English in minutes with audio and video lessons. This is an online English language learning website where people can learn to speak, read, and write using English.

This YouTube channel helps to improve all skills of the learning process but has a special emphasis on speaking because it allows students to practice with daily conversations.

EnglishClass101.com

Start speaking English

with fast, easy lessons by real teachers

4. TikTok Videos



goenglishes

Mel & Val

Learning while having entertainment is a fantastic way to improve your English level unconsciously and using TikTok is a good example of it because while you are watching funny videos about different topics, you can also watch informative and educative TikTok's to learn and improve English because there are some tiktokers that make this kind of videos to explain some topics involved in the learning English process and the most useful ones are:

Go English es!

Go English es! is a very good and useful Tik Tok channel that creates and shares really useful content especially authentic vocabulary about different situations and activities that people do in their daily life such as chores, sickness, Therefore, this channel will help you to improve and acquire more vocabulary even if you just watch one video per day you will learn at least 2 new words or phrases.

iFluent

iFluent is a great Tik Tok channel because it has a very entertaining and funny content that is great to be exposed to real language while having fun. This is a perfect resource to use when you feel tired of the conventional learning, and it will help you to practice your pronunciation and understand some important facts of the day by day changing world as well as some terminology of the words that are spoken in different countries that will be interesting to understand how similar some words are pronounced all over the world.



ifluent

iFluent

Movie method strategy Worksheet

1. Vocabulary Part

Write every new word you can find in the movie you watched, then look for the definition of it in an English Dictionary and write it next to the word.

Vocabulary Words	Definition
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

2. Write every phrase you can get from the movie you watched

1
2
3
4
5
6
7
8
9
10

3. Phrasal Verbs

Write every phrasal verb you can find in the movie you watched, then look for the meaning of them in an English Dictionary and write it next to the word.

Phrasal Verbs	Meaning in English
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

4. Characters

Write the name of the main characters of the movie you watched and the most important actions they performed in the movie.

Characters	Relevant Actions
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

5. Critical Thinking

What did you learn about general culture from the movie?

What teaching did the movie leave you?

Write a new end to the movie you watched?

Coursera free English courses strategy Worksheet

1. Course learning tracking

- a) **Name of the Course:** There are different courses available in this platform to learn and improve English Level of students and some others about different topics than can be done in English Language too.
- b) **Weekly Objective:** Students who commit to achieving a goal are 75% more likely to complete the course. You can choose to study or advance the course weekly from 2, 3 or 5 days a week and you can always change it.
- c) **Measurable Progress:** You can see your progress of the course depending on its duration it can be from 1 week to a month maximum but there could be some more versions of the same course that can appear as a different one but the level of difficulty change.
- d) **Grades and Assessments:** You have to accomplish some different tasks and test and forums to complete all the progress of each activity of the course in order to gain a certificate.
- e) **Certificates:** Mark the chart of certificates if the course is free or if it is not for free you can always opt for the scholarship option in order to gain your certificate of any course available on this platform for free.

EXAMPLE

Name of the Course	Weekly Objective	Measurable Progress	Grades and Assessments	Certificates
English for Teaching purposes	3 days a week for studying	4 weeks of duration, all task accomplished	4 quizzes and one task accomplished	Free Available

2. Make a summary of the following questions

What did you learn?

How can you apply the new knowledge learned in your future professional life?

Which University endorses your certificate?

Speak and Improve strategy Worksheet

1. Speaking Questions

Write any questions the robot of Speak and Improve ask you and the immediate response you tell to it.

Questions	Answers
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

2. Feedback

Write any feedback the robot gave you and practice a bit more your speaking according to the suggestions and recommendations it brought.

Feedback
1
2
3
4
5
6
7
8
9
10

3. Confidence and Encouragement

Write each motivation phrase the robot gave to you to while you are speaking.

Motivation phrases
1
2
3
4
5
6
7

8
9
10

4. Questions

What do you think about artificial intelligence?

In your opinion, Do you feel more confident to talk with a robot rather than with a human being? Why?

3. Vocabulary

List vocabulary words you listened form the tik tok videos and write the definition of them in English.

Word	Definition
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Memrise strategy Worksheet

1. ESL General Vocabulary

List every vocabulary word you practice in this platform and write a sentence with each of them.

Words	Sentences
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

2. Listening comprehension

Write each word or phrase you hear from the audios of the platform.

Words	Phrases

3. Word's attributes and definitions

Write the attributes and the definitions of the vocabulary words you wrote in activity 1

Words	Attributes	Definitions
Cinematic	Adjective	Related to making or having the qualities of motion pictures.

4. Definitions

Write examples of exercises that you find difficult to accomplish and answer them as the following example.

Example:

Definition:

related to making or having the qualities of motion pictures

1

cinematic

2

cough

3

idioms

4

webbed

Answer: Cinematic.

2. BIBLIOGRAPHY

Thompson, Amy S. 2008. Prominent Factors in the Acquisition of Portuguese: Language Aptitude versus Previous Language Experience. In Selected Proceedings of the 10th Hispanic Linguistics Symposium, ed. Joyce Bruhn de Garavito and Elena Valenzuela, 134-145.

Dimitra Hartas. 2011. Free and Guided Play and Unequal Childhoods, Young People's Play, Wellbeing and Learning, 10.1007/978-3-030-60001-3, (33-57), (2020).

Chaves Salas, A. L. (2001). Educational implications of the sociocultural theory of Vigotsky. Education Magazine, 61-63

Ángel Rivière Gómez. (2021). Retrieved February 7, 2021, from Dialnet website:

<https://dialnet.unirioja.es/servlet/autor?codigo=18420>.

Stalburg, C. (n.d.). *Social Learning Theory*. Retrieved from website:

https://open.umich.edu/sites/default/files/downloads/0103-fl3-ms-coursera-imhpe-cstalburg-social_learning_theory.pdf.

Bandura, A. (1971). *Bandura Social Learning Theory*. Retrieved from

http://www.asecib.ase.ro/mps/Bandura_SocialLearningTheory.pdf.

Nimmala, T., Kumar Nowbattula, P., Mylabattula, S., & Sodadasi, V. (2016). *SOCIO-ECONOMIC EFFECTS ON ENGLISH LANGUAGE LEARNERS IN ANDHRA PRADESH*. Retrieved from website:

https://www.ijstm.com/images/short_pdf/1470367608_1043ijstm.pdf.

Family Structure - an overview | ScienceDirect Topics. (2012). Retrieved February 8, 2021, from Sciencedirect.com website:

<https://www.sciencedirect.com/topics/medicine-and-dentistry/family-structure>.

Bonci, A. (2008). *A research review: the importance of families and the home environment*. Retrieved from website:

<https://files.eric.ed.gov/fulltext/ED521654.pdf>.

Dysfunctional Families vs. Functional Families | Teen Ink. (2014). Retrieved February 8, 2021, from Teenink.com website:

<https://www.teenink.com/nonfiction/academic/article/730763/Dysfunctional-Families-vs-Functional>.

Report to NSW Department of Education and Training Equity Programs and Distance Education Directorate Level 16, 1 Oxford St DARLINGHURST NSW Australia 2010

Egbule. (2010). *Practical guide to a successful project or thesis in writing and defence*. Owerri: Whyte and Whyte Publishers

Odebunmi, A. (2008). The effect of home background on students' academic performance. *Nigeria Journal of Educational Psychology*, 6(1), 8-9

Morales, S. (2017). Relationship between Social Context and L2 Learning of EFL Students in Tertiary Level. *English Language Teaching*, 10(10), 87.

<https://doi.org/10.5539/elt.v10n10p87>

Grimes, L. (2015). English Profile - The CEFR. Retrieved June 14, 2021, from Englishprofile.org website: <https://www.englishprofile.org/the-cefr>

Cambridge University Press. (2013). *Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers*. Retrieved from

<https://www.englishprofile.org/images/pdf/GuideToCEFR.pdf>

- Peña Ledesma, V. (2019). *Enseñanza del inglés como lengua extranjera y desarrollo de competencias lingüísticas* Universidad Andina Simón Bolívar, Ecuador.
- Ministerio de Educación (2021). *Currículo Lengua Extranjera*. Retrieved September 14, 2021, from: <https://educacion.gob.ec/curriculo-lengua-extranjera/>
- Cambridge University Press (2013). *Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers*.
- Sims, J. (2015). *A Valid and Reliable English Proficiency Exam: A Model from a University Language Program in Taiwan*. English as a Global Language Education (EaGLE) Journal: Vol. 1 No.2 p, 91-125.
- Sánchez Terán, G. (2017). Factores socioeconómicos en el aprendizaje del idioma Inglés en estudiantes de Octavo de Básica de la Unidad Educativa Fiscomisional Nuestra Señora de Fátima, Quito, periodo 2016. Universidad Central del Ecuador.
- Chandía, J. (2015). *Enseñanza de las habilidades lingüísticas en el Segundo idioma: un estudio a partir de los relatos de los actores participantes de la clase de inglés comunicacional de una institución de educación superior*. Universidad del Bío-Bío, Chile.
- Vera, L. (2008). *La investigación cualitativa*.
- Murcia, C. (1995). *The elaboration of sociolinguistic competence: Implications for teacher education*. In: Alatis JE, Strachle CA, Ronkin M (eds) *Linguistics and the Education of Language Teachers: Ethnolinguistic, Psycholinguistic, and Sociolinguistic Aspects*. Proceedings of the Georgetown University, Round Table on Languages and Linguistics, 2005. Georgetown University Press, Washington DC, pp 699-710.

- Kramsch, C. (2014). *Teaching Foreign Languages in an Era of Globalization: Introduction*. *The Modern Language Journal*, 98, 296-311.
- Desai, A. (2015). *Characteristic and Principles of Communicative Language Teaching*. *Research in Humanities & Soc. Sciences*.
- Roschelle, J. (1997). *Learning in interactive environments: prior knowledge and new experience*. University of Massachusetts, Dartmouth.
- Ministry of Education of the Republic of Ecuador (2014). *Acuerdo No. 0052-14*.
- English Language Teaching & Testing Guide (2019). *English language achievement vs. Proficiency Tests*.
- Guerrero, J., & Cubides, J. (2018). *Factores socioeconómicos que influyen en el aprendizaje del inglés de los estudiantes de la educación media 2016-2018*. Universidad de La Salle, Bogotá, Colombia.
- Sánchez-Herrero, S. (1990). *Diferencias individuales en el rendimiento de una lengua extranjera en la enseñanza obligatoria*. Tesis Doctoral. Universidad Complutense de Madrid.
- Ceballos, K., Dávila, N., Espinoza, J., & Ramírez, M. (2014). *Factores Que Inciden En El Aprendizaje Del Idioma Inglés En Los Alumnos De Segundo Año Medio De La Ciudad De Chillán* Universidad del Bío-Bío, Chile.
- Apuke, O. (2017). *Quantitative Research Methodds: A synopsis Approach*. Kuwait Chapter of Arabian Journal of Business and Management Review 6(11):40-47
- Scott, J. P. (Ed.). (2006). *Documentary research*. Thousand Oaks, CA: Sage Publications.

Stebbing, R. (2001). *Exploratory research in the social sciences: what is exploration?*

Nassaji, H. (2015). *Qualitative and descriptive research: Data type versus data analysis.*

Fox, N. (2015). *Using Interviews in a Research Project.*

Glasow, P. (2005). *Fundamentals of Survey Research Methodology.*

Pérez Villalobos, H. (2019) *Autoestima, teorías y su relación con el éxito personal.*

Acosta, R. & Hernández, J. (2004) *La autoestima en la educación.*

Coleman, J. (1980) *The Nature of Adolescence.* London: Routledge.

Pelechano, B. (2001). *Psicología sistemática de la personalidad.*

Espinoza, A. & Balcázar, P. (2002). *Autoconcepto y autoestima en niños maltratados y en niños con familias intactas.*

Dörr, A. (2005). *Estudio comparative de autoconcepto en niños de diferente nivel socioeconómico.*

Taberner, C., Serrano, A. & Mérida, R. (2017). *Estudio comparative de la autoestima en escolares de diferente nivel socioeconómico.*

Thomson, S. (2018). *Achievement at school and socioeconomic background—an educational perspective.*